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AUTHOR Pigge, Fred L.
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ABSTRACT

The bulk of this monograph consists of a seven volume set of evaluation reports related to teachers' appraisals of their Bowling Green State University (BGSU) preparation for the teaching profession. The reports are based on the responses of 552 1980-85 graduates of the College of Education. Each volume presents summaries of how the former BGSU students who had gone through five years of teaching experience evaluated various segments/courses/experiences of their BGSU teacher education programs. The first section of each volume contains a copy of the questionnaire and a description of the respondents. Data on responses are presented on tables accompanied by a brief narrative analysis. The topics of the volumes are: (1) teachers' summary evaluations of their BGSU programs; (2) teachers' evaluations of selected BGSU courses and experiences; (3) teachers' needs and proficiencies in selected competencies--also, where these competencies were developed; (4) teachers' evaluations of their BGSU academic/career advising and instructional materials; (5) a comparison of teachers' expectations and on-the-job realities for selected working conditions; (6) the concerns and attitudes of teachers prepared at BGSU; and (7) teachers' narrative suggestions on how BGSU can better prepare teachers. A companion document, "Appraisals of the Performances of Teachers Prepared at Bowling Green State University" is also included in the monograph. This companion report presents evaluative performance summaries from 627 principals or supervisors of teachers who were prepared at BGSU during 1980-85. (JD)

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A Follow-Up of BGSU's Teacher Education Graduates of 1980-85: Their On-the-Job Performance and Their Evaluations of Elements of Their Teacher Education Programs

An Eight
Volume Report
Presented to the
Teacher-Education Faculty

College of Education and Allied Professions
Bowling Green State University
Bowling Green, Ohio

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Prepared by

Fred L. Pigge, Director
Office of Educational Research & Services
College of Education & Allied Professions
Bowling Green State University

1986-87 Academic Year

SP 028 762

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Teachers' Summary Evaluations of Their BGSU Programs

(This Report is Volume 1 of a 7 Volume Set of
Evaluation Reports Related to Teachers' Appraisals
of Their BGSU Preparation for the Teaching Profession
(Based on 552 1980-85 Graduates)

The other six volumes are:

- Volume 2. Teachers' Evaluations of Selected BGSU Courses and Experiences
- Volume 3. Teachers' Needs and Proficiencies in Selected Competencies -- Also, Where These Competencies Were Developed
- Volume 4. Teachers' Evaluations of Their BGSU (1) Academic/Career Advising and (2) Instructional Materials
- Volume 5. A Comparison of Teachers' Expectations and On-the-Job Realities for Selected Working Conditions
- Volume 6. The Concerns and Attitudes of Teachers Prepared at BGSU
- Volume 7. Teachers' Narrative Suggestions on How BGSU Can Better Prepare Teachers

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Room 310, Education Buildi

Report Prepared for the Faculty of the Program Areas
College of Education and Allied Professions
Bowling Green State University

by

Office of Educational Research & Services
Fred L. Pigge, Director

Summer and Fall, 1986

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Foreword

A companion document entitled "Appraisals of the Performances of Teachers Prepared at Bowling Green State University" (OERS; Summer, 1986; 88 pages) was prepared and distributed to program leaders during the first week of September, 1986. This companion report presents evaluative performance summaries from 627 principals or supervisors of teachers who were prepared at BGSU during 1980-85. The primary purpose of this document was to report how BGSU's "products" were perceived to be performing in the field.

On the other hand, the present volume is one of seven that present summaries of how 552 former BGSU students who had one through five years teaching experience evaluated various segments/courses/ experiences of their BGSU teacher education programs. The titles of the present as well as the other six volumes are listed on the cover page of this report.

It should be noted that Section A is the same for each of the seven volumes. The description of the population, respondents, and the questionnaire, three items that are presented in Section A, permit each volume to stand on its own. "New" non-repeating material begins with Section B of each volume.

Teachers' Summary Evaluations of Their BGSU Programs

Overview

The initial section of this report addresses the population, samples, and instrument. The last few sections focus upon general overall summaries of the teachers' (past students') evaluations of their teacher education programs at BGSU.

Section A

The Questionnaire and Description of the Respondents

Population

The data in Table 1 indicate that for the five years between 1980 and 1984, inclusive, that there were 3,422 graduates of BGSU who were qualified to receive State of Ohio Teaching Certificates. As of October, 1984, 1116 (33%) of these graduates were found to be teaching in the State of Ohio. This search, done by the Computer Services Division of the State Department of Education, keyed in on students' social security numbers furnished by BGSU and utilizing the October 1984 building principal reports. (Each building principal in the State is required to complete in October a report listing basic data on each of his/her teachers.)

Sample

In April and May, 1985, an eight page evaluative follow-up instrument was mailed to each of these 1116 teachers. A copy of this questionnaire is presented immediately after Table 1. The analyses and summaries of the teachers' (past BGSU students')

Table 1
Number of 1980 Through 1984 Graduates by Major and
Number and Percent Teaching in Ohio as of October, 1984

Major Code	Description	# of Grads 80-84	# 80-84 Grads Teaching in Ohio and Sent Questionnaire	% Working in Ohio
120	American Studies	4	0	0
130 & 135	Art	58	21	36
150,162,165	Business	145	41	28
155	Biology	41	14	34
205	Chemistry	6	3	50
217	Communications	16	6	38
220	Computer Science	11	1	9
225	Distributive Educ	47	17	36
245	Early Childhood	65	13	20
250	Earth Science	9	1	11
270	Elementary Education	810	236	29
274 & 275	P.E.I. (Elem Ed)	51	12	24
280	English	100	33	33
294	Environmental Science	6	1	17
305	French	11	4	36
340	Geography	3	1	33
360	German	7	4	57
405	HPER III	26	3	12
410	HPER II	17	3	18
415	Health	46	5	11
417	PE Plan III	105	32	30
418	PE Plan II	135	23	17
419	PE RH	2	0	0
420	History	25	3	12
440	Home Economics	82	30	37
450	Industrial Education	77	28	36
510	Journalism	11	6	55
540	Library & Ed Media	36	12	33
551 & 550	Math, Computer Sci	95	24	25
591	Music	226	54	24
640	Physics	4	2	50
650	Political Science	7	1	14
670	Psychology	21	2	10
820	Science Comprehensive	19	14	74
840	Social Studies	119	26	22
850	Spanish	22	9	41
852	MSPH/Elem	7	2	29
853	EMR/Elem	93	53	57
854	MSPH/EMR	93	32	34
856	HI/Elem	105	34	32
857	LBD/Elem	412	219	53
858	EMR	37	20	54
859	MSPH	12	3	25
860	Speech	37	4	11
861	LBD	3	1	33
862	Hearing Impaired	2	1	50
863	LBD/EMR/Elem	4	2	50
870	Speech&Hear Therapy	152	60	39
	TOTALS	3422	1116	33%

Bowling Green State University

College of Education
Office of Research and Services
Suite 310 Education Building
Bowling Green, Ohio 43403
(419) 372-0151, Ext 274
Cable BGSUOH

Spring, 1985

TO: Recent Graduates
College of Education
BGSU

Dear Teacher Graduate:

Faculty and staff in the College of Education often ask ourselves questions like, "Just how well have we prepared our graduates for teaching?" 'How valuable are some of the required courses?" "Are we emphasizing needed competencies?" The purpose of this correspondence is for assistance in helping us arrive at answers to these questions.

Please take a few minutes to give us your honest reactions to the questions posed on the accompanying questionnaire. This questionnaire is being sent to recent BGSU graduates (1980-84) who are teaching in the State of Ohio. After analyzing your responses and summarizing your comments, we will be in a better position than we are now to make plans for improving our teacher education programs.

There are three primary reasons why the College of Education conducts follow-up evaluative endeavors approximately every fourth or fifth year:

1. We desire to know what graduates think of the courses, projects and experiences in which they were required to enroll.
2. The responses, as a total group and by each major, should suggest specific and worthwhile changes and revisions in our curriculums.
3. The Ohio State Department of Education and various regional and national accrediting agencies demand that evaluative follow-up studies of past teacher education graduates be completed at periodic intervals and that the results be utilized to promote better and stronger programs.

Please be assured that your responses will remain anonymous. Only summary tabulations by years of experience, teaching areas, or other groupings will be presented to our faculty and to the accrediting agencies. When your responses have been coded onto computer tape, this questionnaire will be destroyed. Under no circumstances will your responses be known to any of our faculty or used to your betterment or detriment.

We realize this somewhat lengthy form will take several minutes for you to conscientiously complete. In debating whether to use a short form or a longer questionnaire, the faculty concluded that the present form would permit you to give us more valuable information and insights and should thus be used in gathering data for planning purposes. Needless to say, WE ARE APPRECIATIVE OF YOUR COOPERATION IN COMPLETING THIS FORM.

If at all possible, please return the completed form via the enclosed pre-addressed, postage-paid envelope within 10 to 14 days of its receipt.

Sincerely yours,

Fred Pigge

Fred L. Pigge, Director
Educational Research & Services

P.S. Be sure to read item 5 on the last page.

4.

1	2	3	4	5
1	___	___	___	___

AN APPRAISAL OF MY PREPARATION AS A TEACHER AT BOWLING GREEN STATE UNIVERSITY

There are several sections to this questionnaire. Section A asks for personal data, such as name, major, where you are teaching, etc. Other sections consist of questions which, for example, will permit you to "evaluate" your experience at BGSU. (Ignore the numbers in parentheses, they are for data entry use only.)

SECTION A: Placement and Experience Data

1. Name ____________________ Social Security Number ____________ (6-14)

____ (18)

2. Undergraduate Major(s) ____________________ (15-17) Minor(s) ____________ (19-21)

3. Grades or Subjects Taught During Student Teaching ____________________ (22-24)

4. Grades or Subjects Taught This Year ____________________ (25-27)

5. Employing School District ____________________

name

____

address

____

6. In your opinion, how would your school building be classified?

____ 1. Rural ____ 2. Suburban (includes small cities) ____ 3. Urban (large cities over 50,000) (28)

7. In your opinion, how would the high school you attended be classified? (29)

____ 1. Rural ____ 2. Suburban ____ 3. Urban

8. Including the present year, how many years have you taught? ____ yrs. (30)

9. When did you graduate from BGSU? 19 ____ (31-32)

10. What is your current status regarding a Masters degree? (33)

____ 1. Have not taken any courses.
____ 2. Have taken 1 or 2 courses.
____ 3. About ¼ done.
____ 4. About ½ done.
____ 5. About ¾ done.
____ 6. Have a Masters degree

11. What grade would you give the teacher education training you received at BGSU? (34)

____ 1. A
____ 2. B
____ 3. C
____ 4. D.
____ 5. F (Fail)
____ 6. Don't know

12. (Optional) What, to the best of your memory, was your final overall undergraduate grade-point average at BGSU? (35)

____ 1. 2.00 - 2.24
____ 2. 2.25 - 2.49
____ 3. 2.50 - 2.74
____ 4. 2.75 - 2.99
____ 5. 3.00 - 3.24
____ 6. 3.25 - 3.49
____ 7. 3.50 - 3.74
____ 8. 3.75 - 4.00

SECTION B: Courses and Experiences

1. Please circle the numeral which indicates your rating of the value of each of these courses or experiences in your preparation to become a teacher.

Courses	Highly Valuable	Valuable	Of Moderate Value	Of Little Value	Of No Value	Not Required In My Program	
A. Exploring the Profession (EDFI/CI 202, PEP 247 or 233, MUED 240, etc. — the introductory education course — regardless of teaching area)	5	4	3	2	1	0	(36)
B. Educational Psychology (EDFI 302)	5	4	3	2	1	0	(37)
C. Methods course (or methods sequence if elementary, special education or foreign language) Examples are: Secondary Methods; Math and Science Methods; and other "How to Courses"	5	4	3	2	1	0	(38)
D. Reading in the Content Area (EDCI 360)	5	4	3	2	1	0	(39)
E. Educational Media (LEM 301)	5	4	3	2	1	0	(40)
F. Exceptional Child in Regular Classroom (EDSE 311)	5	4	3	2	1	0	(41)
G. Adaptive Physical Education (PEP 433)	5	4	3	2	1	0	(42)
H. Assessment and Evaluation in Education (Test and Measurements) (EDFI 402)	5	4	3	2	1	0	(43)
I. Assessment and Evaluation in Physical Education (Tests and Measurements (PEP 402)	5	4	3	2	1	0	(44)
J. Education in a Pluralistic Society (EDFI 408)	5	4	3	2	1	0	(45)
K. Organization and Administration of Education in American Society (EDAS 409)	5	4	3	2	1	0	(46)
Field Experience							
L. Student Teaching	5	4	3	2	1	0	(47)
M. Student Teaching Seminars	5	4	3	2	1	0	(48)
N. Field Experiences Related to EDCI/FI 202 or other such courses (see "A" above)	5	4	3	2	1	0	(49)
O. All other field experiences you may have taken, such as MEP, Methods Observations, MUED 340, etc. If possible, list the experience(s) you are rating________ ________	5	4	3	2	1	0	(50)

2. Please check the one answer you consider most appropriate.

A. BGSU gave me very early in my studies an adequate orientation to teacher education, e.g., career options, employment potential, working conditions and expectations, salaries, etc. (circle numeral) (51)

5	5	3	2	1
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

B. The number of courses or credits required for my **major** (Non-education courses, such as English courses for English majors; math courses for math majors; HPER non-methods courses for HPER majors; music performance, applied studies, music history and composition courses for music majors; etc.) was: (52)

________ 1. too large or too many
________ 2. too small or too few
________ 3. about right

C. The content of the courses covered in "B" above was: (53)

________ 1. very relevant to the needs of the teachers
________ 2. moderately relevant to the needs of teachers
________ 3. largely irrelevant to the needs of teachers

D. The content of the courses covered in "B" above was: (54)

________ 1. too broad and general for the needs of teachers
________ 2. too narrow and specialized; too indepth
________ 3. well balanced to provide both the necessary breadth and depth

E. The number of credits or courses required in the **professional component** (commonly called "the education courses" — examples are: the courses listed at the beginning of this Section B (EDFI/CI 202, Ed Psy, Student Teaching, etc., MUED courses such as 240, 340, 359 and other required education courses for music majors, etc.) was: (55)

________ 1. too large or too many
________ 2. too small or too few
________ 3. about right

F. The content and experiences making up the professional component (described in E above) were: (56)

________ 1. generally well suited to preparation of a teacher
________ 2. somewhat suited to preparation of a teacher
________ 3. of very little real contribution to preparation of a teacher

6.

SECTION C: Your Perceived Need for and Proficiency in Selected Competencies – Also, Where were These Proficiencies Developed?

Presented below are descriptions of 28 competency areas. In the first column **(NEED)**, please indicate by circling the appropriate numeral your need for possessing each competency in carrying out your teaching functions. In the second column **(PROFICIENCY)**, please denote an estimate of your classroom proficiency for each competency. Finally, in the third column **(WHERE DEVELOPED?)**, please denote, in order, the one, two or three areas or experiences that contributed most to your noted proficiency.

For the **WHERE DEVELOPED?** column, please choose from among these nine areas or experiences

Code	Possible Contributors
1	– Pre-student teaching field experience
2	– Student Teaching
3	– Clinical Laboratory (2nd floor of Education Building)
4	– Other course work and experience at BGSU
5	– First year teaching experience
6	– Teaching experience after first year
7	– Inservice training
8	– Other teachers
9	– Supervisors and/or administrators

An illustrative example:	**Need**					**Proficiency**					**Where Developed?**		
	High		**Ave**		**Low**	**High**		**Ave**		**Low**	**Most**	**2nd Most**	**3rd Most**
	[✓ 5]	4	3	2	1	5	[✓ 4]	3	2	1	2	4	5

For item 1 below, "Your ability to prepare and develop lesson plans and teaching units," a teacher may have circled a 5 under **NEED** to show that she had a high need for this competency, may have circled 4 for a **PROFICIENCY** rating, and under **"WHERE DEVELOPED?"** may have put, in order **2 4 5.** She is telling us that she credits "student teaching" (code 2) as the most important contributing experience to her proficiency in this area, that she thought "other course work and experience at BGSU" (code 4) contributed 2nd most and that "first year teaching experience" (code 5) was the third greatest contributing cause to her proficiency in developing lesson plans and teaching units. At times it may be difficult for you to list more than one or two areas which were the primary contributing causes for a certain proficiency level; in this case please feel free to leave the third and/or the second space(s) blank.

Your Ability to: **COMPETENCIES**	To be successful in your job, what is your **NEED** for this competency?					An Estimate of Your Classroom **PROFICIENCY** in this Area					**WHERE DEVELOPED?**			
	High		Average		Low	High		Average		Low	Most	2nd Most	3rd Most	
1. Prepare and develop lesson plans and teaching units	5	4	3	2	1	5	4	3	2	1	____	____	____	(57-61)
2. Deal with pupil behavior problems	5	4	3	2	1	5	4	3	2	1	____	____	____	(62-66)
3. Select, prepare, and effectively utilize educational media	5	4	3	2	1	5	4	3	2	1	____	____	____	(67-71)
4. Analyze and evaluate your teaching performance skills	5	4	3	2	1	5	4	3	2	1	____	____	____	(72-76)
														2 (1) (2) (3) (4) (5)
5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils	5	4	3	2	1	5	4	3	2	1	____	____	____	(6-10)
6. Diagnose pupil problems (via testing instruments, observational techniques, etc.)	5	4	3	2	1	5	4	3	2	1	____	____	____	(11-15)
7. (After diagnosis)... make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes	5	4	3	2	1	5	4	3	2	1	____	____	____	(16-20)
8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(21-25)
9. Motivate student achievement via modeling, reinforcement, provision of success experience, appeal to student interests, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(26-30)
10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(31-35)
11. Teach reading in your grade or subject area	5	4	3	2	1	5	4	3	2	1	____	____	____	(36-40)
12. Prepare teacher made tests and evaluate/report pupil progress	5	4	3	2	1	5	4	3	2	1	____	____	____	(41-45)
13. Understand and utilize standardized tests	5	4	3	2	1	5	4	3	2	1	____	____	____	(46-50)
14. Communicate effectively with parents and students regarding student progress	5	4	3	2	1	5	4	3	2	1	____	____	____	(51-55)

Your Ability to: **COMPETENCIES**	To be successful in your job, what is your **NEED** for this competency?					An Estimate of Your Classroom **PROFICIENCY** in this Area					**WHERE DEVELOPED?**			
	High		Average		Low	High		Average		Low	Most	2nd Most	3rd Most	
15. Be aware of the possible parallels and inconsistencies between your views or beliefs of the aims and goals of education and those of your school	5	4	3	2	1	5	4	3	2	1	___	___	___	(56-60)
16. Resolve the conflicts between your philosophical views and the actual day-to-day operations of your school	5	4	3	2	1	5	4	3	2	1	___	___	___	(61-65)
17. Understand the major principles of school law as they apply to areas such as due process, contracts, teaching liability, corporal punishment, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(66-70)
18. Understand the major principles of school law as they relate to community/board/administration/staff relations, the local and state governance of the school, school finances, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(71-75)
19. Develop instructional objectives and strategies for a multicultural classroom setting; e.g., to accent ethnic awareness, development of positive inter-and-intra-group relations, development of teaching strategies based on due regard for bilinguality, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(76-80)

3 ___ ___ ___ ___
(1) (2) (3) (4) (5)

20. Use classroom time effectively	5	4	3	2	1	5	4	3	2	1	___	___	___	(6-10)
21. Apply effective questioning/thinking skills	5	4	3	2	1	5	4	3	2	1	___	___	___	(11-15)
22. Establish teachable moments, i.e., establish situation where everything "jells"	5	4	3	2	1	5	4	3	2	1	___	___	___	(16-20)
23. Teach physical education in your grade or subject area	5	4	3	2	1	5	4	3	2	1	___	___	___	(21-25)
24. Teach music at your grade level	5	4	3	2	1	5	4	3	2	1	___	___	___	(26-30)
25. Teach art at your grade level	5	4	3	2	1	5	4	3	2	1	___	___	___	(31-35)
26. Encourage and facilitate the development of children's social skills and enhanced self-concepts	5	4	3	2	1	5	4	3	2	1	___	___	___	(36-40)
27. Adequately challenge your gifted/talented students	5	4	3	2	1	5	4	3	2	1	___	___	___	(41-45)
28. Adequately teach handicapped pupils who have been or may be "mainstreamed" into your classroom	5	4	3	2	1	5	4	3	2	1	___	___	___	(46-50)

SECTION D: Academic and Career Advising at BGSU (Circle your response)

	Highly Positive	Positive	Average or So-So	Negative	Highly Negative	Did Not Use	
1. How do you feel about the quality of advising from your assigned faculty advisor?	5	4	3	2	1	0	(51)
2. ... advice and guidance from the Program Advisement Center on the 3rd floor of the Education Building?	5	4	3	2	1	0	(52)
3. Advice from individual professors you might have sought out?	5	4	3	2	1	0	(53)
4. How do you feel in a general sense about the quality of overall career (job) advising services that were available to you?	5	4	3	2	1	0	(54)
5. Please rate the services of the Career and Placement Center in helping you find a teaching position.	5	4	3	2	1	0	(55)

SECTION E: Instructional Materials at BGSU

1. Please rate the materials and services of the INSTRUCTIONAL MEDIA CENTER (facilities located on the 1st and 2nd floors of the Education Building).

Did you use the Center? ______ yes; ______ no. (If "No," skip to #2; if "yes", please answer A-G below.) (56)
(1) (2)

	Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A. Hours of accessibility	5	4	3	2	1	(57)
B. Workshop facilities where you could prepare new instructional materials or copy existing materials	5	4	3	2	1	(58)
C. Availability of materials	5	4	3	2	1	(59)
D. Usage regulations	5	4	3	2	1	(60)
E. Helpfulness of staff	5	4	3	2	1	(61)
F. Relation to coursework	5	4	3	2	1	(62)
G. Relation to the learning of teaching skills	5	4	3	2	1	(63)

2. Please rate the materials and services of the CURRICULUM LIBRARY (located in the Library).

Did you use the Curriculum Library? ______ yes: ______ no. (If "No," skip to #3; if "yes," please answer A - J below.) (64)
(1) (2)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A.	Hours of accessibility	5	4	3	2	1	(65)
B.	Workshop facilities where you could prepare new instructional materials or copy existing materials	5	4	3	2	1	(66)
C.	Various media, such as maps, globes, charts, pictures, films, video/audio tapes, recordings, etc.	5	4	3	2	1	(67)
D.	Examples of courses of study and teaching units	5	4	3	2	1	(68)
E.	Examples of books commonly used in the elementary and secondary schools	5	4	3	2	1	(69)
F.	Availability of materials	5	4	3	2	1	(70)
G.	Usage regulations	5	4	3	2	1	(71)
H.	Helpfulness of staff	5	4	3	2	1	(72)
I.	Relation to course work	5	4	3	2	1	(73)
J.	Relation to the learning of teaching skills	5	4	3	2	1	(74)

4 ___ ___ ___ ___ ___
(1) (2) (3) (4) (5)

3. Please rate the materials and services of the CLINICAL LAB (located on the second floor of the Education Building).

Did you use the Clinical Lab? ______ yes: ______ no. (If "No," go to Section F; if "Yes," please answer A-F below.) (6)
(1) (2)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A.	Hours of accessibility	5	4	3	2	1	(7)
B.	Various media and materials	5	4	3	2	1	(8)
C.	Helpfulness of staff	5	4	3	2	1	(9)
D.	Availability of materials	5	4	3	2	1	(10)
E.	Relation to course work	5	4	3	2	1	(11)
F.	Relation to the learning of teaching skills	5	4	3	2	1	(12)

SECTION F. Prior Expectations and On-The-Job Realities

Near the end of your college career you probably had some preconceived notions or expectations of the working conditions you would experience as a full-time teacher. The purpose of this section is to determine the difference, if any, between what you expected and what you found.

Response Code:	1	2	3	4	5
	Highly Negative	Negative	Average or No Opinion	Positive	Highly Positive

Please circle the responses for your "prior expectations" on the left, your "on-the-job realities" on the right.

	Prior Expectations					Conditions/Environment	What you found or on-the-job-reality					
	Negative				Positive		Negative				Positive	
						1. Instructional help/guidance/advice from						
(13)	1	2	3	4	5	A. Other teachers	1	2	3	4	5	(30)
(14)	1	2	3	4	5	B. Administrators/Supervisors/Department Heads	1	2	3	4	5	(31)
(15)	1	2	3	4	5	C. Inservice Training	1	2	3	4	5	(32)
(16)	1	2	3	4	5	D. College course work/experiences	1	2	3	4	5	(33)
						2. Rapport with and respect of						
(17)	1	2	3	4	5	A. Students	1	2	3	4	5	(34)
(18)	1	2	3	4	5	B. Parents of students	1	2	3	4	5	(35)
(19)	1	2	3	4	5	C. Other teachers	1	2	3	4	5	(36)
(20)	1	2	3	4	5	D. Administrators/Supervisors/Department Heads	1	2	3	4	5	(37)
(21)	1	2	3	4	5	E. Community members	1	2	3	4	5	(38)
(22)	1	2	3	4	5	3. Budgetary support for my teaching area	1	2	3	4	5	(39)
						4. Support (and encouragement) of my teaching area from						
(23)	1	2	3	4	5	A. Parents	1	2	3	4	5	(40)
(24)	1	2	3	4	5	B. Other teachers	1	2	3	4	5	(41)
(25)	1	2	3	4	5	C. Administrators	1	2	3	4	5	(42)
(26)	1	2	3	4	5	D. Community members	1	2	3	4	5	(43)
(27)	1	2	3	4	5	5. Physical facilities for my teaching area	1	2	3	4	5	(44)
(28)	1	2	3	4	5	6. Equipment for my teaching area	1	2	3	4	5	(45)
(29)	1	2	3	4	5	7. Parent-teacher conferences	1	2	3	4	5	(46)

SECTION F continued

	Prior Expectations Negative 1	2	3	4	Positive 5	Conditions/Environment	What you found or on-the-job-reality Negative 1	2	3	4	Positive 5	
(47)	1	2	3	4	5	8. Scheduling of classes (or class time) to complete desired objectives	1	2	3	4	5	(54)
(48)	1	2	3	4	5	9. An environment that is conducive to professional growth and development	1	2	3	4	5	(55)
(49)	1	2	3	4	5	10. Feelings of accomplishment	1	2	3	4	5	(56)
(50)	1	2	3	4	5	11. Work load (time, energy-needed, numbers of pupils, classes, number of preparations, etc.)	1	2	3	4	5	(57)
(51)	1	2	3	4	5	12. Behavior of pupils	1	2	3	4	5	(58)
(52)	1	2	3	4	5	13. My teaching being observed by administrator(s)	1	2	3	4	5	(59)
(53)	1	2	3	4	5	14. Level of job satisfaction	1	2	3	4	5	(60)

SECTION G. Concerns and Attitudes*

1. For the following items, please consider yourself "concerned" about a thing **if you think about it frequently and would like to do something about it personally.** You are not concerned about a thing simply because you believe it is important — if it seldom crosses your mind, or you are satisfied with the current state of affairs, do not say you are concerned about it. You may be concerned about things you are not currently dealing with, but only if you anticipate dealing with them and frequently think about them from this point of view. IN SHORT, YOU ARE CONCERNED ABOUT IT IF YOU OFTEN THINK ABOUT IT AND WOULD LIKE TO DO SOMETHING ABOUT IT.

5				
(1)	(2)	(3)	(4)	(5)

Read each statement, then ask yourself:

WHEN I THINK ABOUT MY TEACHING,
HOW MUCH AM I CONCERNED ABOUT THIS?

1 = Not concerned
2 = A little concerned
3 = Moderately concerned
4 = Very concerned
5 = Extremely concerned

Please Circle

		Not Concerned 1	2	3	4	Extremely Concerned 5	
A.	Lack of instructional materials	1	2	3	4	5	(6)
B.	Feeling under pressure too much of the time	1	2	3	4	5	(7)
C.	Doing well when a superior is present	1	2	3	4	5	(8)
D.	Meeting the needs of different kinds of students	1	2	3	4	5	(9)
E.	Too many noninstructional duties	1	2	3	4	5	(10)
F.	Diagnosing student learning problems	1	2	3	4	5	(11)
G.	Feeling more adequate as a teacher	1	2	3	4	5	(12)
H.	Challenging unmotivated students	1	2	3	4	5	(13)
I.	Being accepted and respected by professional persons	1	2	3	4	5	(14)
J.	Working with too many students each day	1	2	3	4	5	(15)
K.	Guiding students toward intellectual and emotional growth	1	2	3	4	5	(16)
L.	Whether each student is getting what he/she needs	1	2	3	4	5	(17)
M.	Getting a favorable evaluation of my teaching	1	2	3	4	5	(18)
N.	The routine and inflexibility of the teaching situation	1	2	3	4	5	(19)
O.	Maintaining the appropriate degree of class control	1	2	3	4	5	(20)

2. Please circle the numeral which describes the degree of your agreement or disagreement to each of the attitudinal statements. There are, of course, no right or wrong answers. Please respond truthfully. The numerical code is:

1 = Strongly disagree
2 = Moderately disagree
3 = Slightly disagree
4 = Slightly agree
5 = Moderately agree
6 = Strongly agree

		Strongly Disagree 1	2	3	4	5	Strongly Agree 6	
A.	Teaching is about the best job that I can think of	1	2	3	4	5	6	(21)
B.	There are a lot of advantages to teaching	1	2	3	4	5	6	(22)
C.	I don't care for the work of a teacher	1	2	3	4	5	6	(23)
D.	Teaching would be a wonderful occupation for anyone	1	2	3	4	5	6	(24)
E.	Teaching may be all right for some people but not for me	1	2	3	4	5	6	(25)
F.	I am not convinced of the importance of a teaching career	1	2	3	4	5	6	(26)
G.	Teaching, as a career, is not worth the sacrifice of going to college, the long hours of work and the low pay	1	2	3	4	5	6	(27)
H.	I enjoy teaching	1	2	3	4	5	6	(28)
I.	Teaching is as good a job as any	1	2	3	4	5	6	(29)
J.	There are more advantages than disadvantages to teaching as a career	1	2	3	4	5	6	(30)
K.	I would be willing to take any job related to teaching	1	2	3	4	5	6	(31)

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*Concerns checklist adapted from work of F. F. Fuller as reported by A. George, R&D Center, U. of Texas, 1978. Attitude scale due to work of Merwin and DiVesta J. *Counsel Psychol* (Vol. 6), 302-08

SECTION H. Summary
(Please circle or check your answers.)

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	(32)
1. I was adequately prepared at BGSU as an entry level teacher.	6	5	4	3	2	1	

2. Excluding possible leaves of absences, how long do you plan to teach?
   ________ 1. This is my last year!
   ________ 2. Two or three more years. (33)
   ________ 3. Maybe 5 more years.
   ________ 4. Maybe 10 more years.
   ________ 5. Fifteen or 20 more years.
   ________ 6. Until I retire.

3. Use this space to expand upon or comment on any of your previous ratings.

4. How can we better prepare teachers in your area of specialization? (If possible, give specific suggestions.)

5. We plan to select at random some principals of our 1980-84 graduates and ask them to respond to questions related to the teacher education program at BGSU and to the success of its graduates. If you have any objections to our contacting your principal about our program and the comparative success of its graduates, please so state below:

____

responses to this questionnaire form the basis for the present document.

Respondents

Data in Table 2 reveal that 552 (49%) of the teachers completed the instrument. One reminder to non-respondents was sent approximately three weeks after the initial mailing.

Combining the information presented in Tables 1 and 2 and, as an illustration, for the English majors, it may be observed from Table 1 that there were 100 English graduates between 1980 and 1984 and 33 (33%) of them were found to be teaching in Ohio during October, 1984. However, in Table 2 and for the English area, it may be observed that 49 questionnaires were sent to these teachers. The 49 graduates in the general English area were derived as follows: Communications (6), English (33), Journalism (6), and Speech (4). Similar groupings were done within other major areas, reducing the 48 specific entries in Table 1 to 18 general categories in Table 2. Findings of the teachers' ratings are presented by these 18 general program areas.

In addition, findings are also tabulated and presented by general teaching field (elementary, secondary education, specialized education and special education), by teaching location (rural, suburban, and urban), and by number of years of teaching experience (1 through 5).

Table 2
Numbers and Percents of Teacher and Principal Respondents

Major Area	Number of Questionnaires Sent to Teachers and Their Principals	Teachers		Principals	
		Number Received	Per-cent	Number Received	Per-cent
1. Art	21	11	52	9	43
2. Business	41	24	59	24	59
3. Dist Educ	17	12	71	9	53
4. Elementary	249	121	49	141	57
5. English	49	27	55	28	57
6. HPE	78	30	38	34	44
7. Home Ec	30	15	50	19	63
8. Ind Educ	28	12	43	18	64
9. Foreign Lang	17	8	47	13	76
10. L.E.M.	12	7	58	10	83
11. Math	25	11	44	20	80
12. Sciences	35	14	40	22	63
13. Music	54	18	33	14	26
14. Social Sci	33	12	36	14	42
15. EMR	112	58	52	70	63
16. H.I.	35	16	46	17	49
17. LBD/Elem	220	126	57	128	58
18. Sph & HrTh	60	30	50	37	62
TOTALS	1116	552	49	627	56

The teachers were also asked two questions (Items A6 and A7) relative to how they would classify the school building in which they were teaching and also how they would classify the building(s) where they attended high school. Responses to Item A6 revealed that there were about an equal number of our graduates teaching in rural (44%) and suburban (46%) schools while the other 10% were working in urban buildings. It may be noted that the various special education majors were by far the largest contributors to the number who were teaching in the urban buildings. The responses to Item A7 indicate that approximately half (53%) of the teachers had attended suburban high schools, approximately one-third (34%) rural high schools, and the remaining 13% (N=70) had attended urban high schools.

Teachers' Responses to Items A6 and A7

SECTION A: Placement and Experience Data

		Responses (In Percents)						
		6. How would your school building be classified?				7. How would the high school you attended be classified?		
Major	N	Rural	Suburban	Urban	N	Rural	Suburban	Urban
1. Art	11	64	36	-	11	55	36	9
2. Business	24	42	46	13	24	46	42	13
3. Dist Ed	12	58	25	17	12	8	75	17
4. Elem	118	49	40	11	120	38	48	14
5. English	27	44	48	7	27	44	48	7
6. HPE	30	40	43	17	30	30	67	3
7. Home Ec	14	50	36	14	15	40	60	-
8. Ind Ed	12	50	50	-	12	50	42	8
9. Fgn Lang	8	50	50	-	8	25	75	-
10. LEM	7	71	29	-	7	43	43	14
11. Math	11	27	73	-	11	55	36	9
12. Sciences	14	64	36	-	14	21	71	7
13. Music	18	72	28	-	18	50	44	6
14. Soc Sci	12	42	58	-	11	27	55	18
15. EMR	58	28	59	14	58	16	60	24
16. H.I.	15	13	67	20	16	19	50	31
17. LBD/Elem	124	40	47	13	124	33	54	13
18. Spn&HrTh	29	52	45	3	30	37	50	13
Total	544	44	46	10	548	34	53	13

Item 10 in the first section (A) of the questionnaire inquired as to the teachers' status regarding a masters degree. The analysis of the teachers' responses to this item revealed that 6% (approximate N of 30-35) of these teachers had their masters degrees, that approximately half (53%) had not taken any courses leading toward an advanced degree and that approximately one-fourth (26%) had taken 1 or 2 courses. Among the additional findings that are presented in relation to Item A10, it may be observed:

1. Teachers with more years of experience had made more progress toward masters degrees.
2. A greater proportion of suburban teachers than rural and urban teacher had their masters degrees.

Relative to the experience patterns of the teachers, the data indicate that there were approximately 95 first-year (17%), 120 second-year (22%), 105 third-year (19%), 105 fourth-year (19%), and 125 (23%) fifth-year teachers who responded to the various questionnaire items.

Item 10
What is your current status regarding a Masters degree?

10. What is your current status regarding a Masters degree?

Major	N	1*	2*	3*	4*	5*	6*
1. Art	11	36	46	-	-	18	-
2. Business	24	58	17	8	-	-	17
3. Dist Ed	12	75	17	-	-	8	-
4. Elem	121	53	27	6	2	3	9
5. English	27	44	22	7	15	11	-
6. HPE	30	63	17	-	7	10	3
7. Home Ec	15	60	20	7	7	7	-
8. Ind Ed	12	67	25	8	-	-	-
9. Fgn Lang	8	75	25	-	-	-	-
10. LEM	7	57	14	-	14	-	14
11. Math	11	64	18	-	9	-	9
12. Sciences	14	43	36	7	7	7	-
13. Music	18	83	6	6	6	-	-
14. Soc Sci	12	50	17	8	8	-	17
15. EMR	58	47	36	7	3	5	2
16. H.I.	16	50	31	6	6	-	6
17. LBD/Elem	126	47	28	6	4	8	8
18. Sph&HrTh	30	53	23	-	10	3	10
Total	552	53	26	5	5	5	6
Teaching Field							
1. Elem	127	54	26	6	2	5	9
2. Sec Ed	71	52	24	6	10	4	4
3. Spec Ed	230	48	30	5	5	6	7
4. Specialize	123	63	20	4	4	5	5
Teaching Location							
1. Rural	241	58	29	3	3	5	3
2. Suburban	248	48	23	7	5	6	11
3. Urban	55	53	27	6	7	6	2
Yrs. Taught?							
1. 1	94	82	12	1	-	-	5
2. 2	121	65	26	3	2	1	3
3. 3	105	51	34	3	5	4	3
4. 4	104	36	29	11	8	7	11
5. 5	123	36	26	7	7	14	10

*1. Have not taken any courses
*2. Have taken 1 or 2 courses
*3. About 1/4 done
*4. About 1/2 done
*5. About 3/4 done
*6. Have a Masters degree

Section B

Teachers' Summary Evaluations

Three questionnaire items tended to be rather general and summative in nature; the first two presented in this section tend to summarize in an overview manner the teachers' evaluations of the BGSU teacher training programs and the third item attempts to gather a perspective related to the extent our graduates enjoyed and felt successful as teachers.

Table 3 presents the teachers' responses to the first summative item (#11 on page 2 of the questionnaire); the item was stated as follows:

> What grade would you give the teacher education training you received at BGSU?
> ___A ___C ___F
> ___B ___D ___Don't know

Table 3
A Summary of the Grades Given By Teachers
to the BGSU Teacher Training Programs

		Grades (In Percents)						
Major	N	A	B	C	D	F	Don't Know	Mean*
Art	11	36	36	27	-	-	-	1.91
Business	24	17	67	13	4	-	-	2.04
Dist Educ	12	8	83	8	-	-	-	2.00
Elem	119	40	51	8	-	-	-	1.68
English	27	19	48	30	4	-	-	2.19
HPE	30	40	60	-	-	-	-	1.60
Home Ec	15	20	47	33	-	-	-	2.13
Ind Ed	12	-	50	50	-	-	-	2.50
Fgn Lang	8	13	63	25	-	-	-	2.13
LEM	7	29	71	-	-	-	-	1.71
Math	11	9	46	36	-	9	-	2.55
Sciences	14	7	64	21	-	7	-	2.36
Music	18	33	56	11	-	-	-	1.78
Soc Sci	11	46	46	9	-	-	-	1.64
EMR	57	28	54	14	4	-	-	1.93
H.I.	16	19	56	19	6	-	-	2.13
LBD/Elem	124	27	58	15	-	-	-	1.89
Sph & Hr Th	30	10	60	20	3	3	3	2.40
TOTAL	546	27	56	15	1	1	0	1.93

(Table Continues)

Table 3 (continued)

Teaching Field	N	Grades (In Percents) A	B	C	D	F	Don't Know	Mean*
Elementary	125	41	50	9	-	-	-	1.68
Sec Ed	70	19	53	24	1	3	-	2.03
Spec Ed	227	25	57	16	2	0	0	1.98
Specialize	123	23	60	16	1	-	-	1.95
Teaching Location								
Rural	239	27	57	15	0	1	0	1.93
Suburban	244	29	53	17	1	0	-	1.91
Urban	55	18	64	15	4	-	-	2.04
Yrs. Taught?								
1	93	34	55	10	-	1	-	1.79
2	119	24	59	17	-	1	-	1.96
3	103	30	52	15	3	1	-	1.92
4	104	25	58	16	1	-	-	1.92
5	121	25	55	17	2	-	1	1.99

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*Means were computed by A = 1, B = 2, etc.

The data presented in Table 3 reveal that the total group of 546 teachers gave the BGSU teacher education programs the following "grades."

Grade	Percent
A	27%
B	56%
C	15%
D	1%
F	1%

The "mean grade" was 1.93 -- somewhat "higher" than "2" which represented a B.

Gallup[1] in his 1984 national survey of 2000 teachers found the following grades given by "his" teachers to the same question (BGSU's grades are also presented for comparison purposes):

Grade	Gallup's National Percents		BGSU Percents	
A	14	49%	27	83%
B	35		56	
C	33		15	
D	10		1	
F	6		1	
Don't Know	2		0	
	100		100	

Forty-nine percent of Gallup's teachers gave their teacher education programs A's or B's -- while 83% of the present teachers gave A's or B's to the BGSU programs. This comparison clearly reveals that BGSU teachers thought more highly of their training than did the teachers Gallup chose to represent the population of teachers in the nation.

The other two summary items come from page 8 of the questionnaire. Item H1 asked the teachers to respond to this statement, "I was adequately prepared at BGSU as an entry level teacher," by choosing one of six responses ranging from "Strongly Disagree" to "Strongly Agree." Table 4 data reveal that, overall, 23% of BGSU teachers "strongly agreed" with the statement, 51% moderately agreed, 13% slightly agreed, while the other 14% disagreed to some extent. For this total group of

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[1] Alex Gallup, "The Gallup Poll of Teacher's Attitudes Toward the Public Schools," Phi Delta Kappan, (October, 1984), 97-107.

SECTION H. Summary

Table 4

1. I was adequately prepared at BGSU as an entry level teacher

		Responses (In Percents)						
		1	2	3	4	5	6	
Major	N	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Mean
1. Art	10	-	-	10	20	50	20	4.80
2. Business	24	4	4	-	17	46	29	4.83
3. Dist Ed	11	-	-	9	55	27	9	4.36
4. Elem	119	-	5	7	7	50	31	4.96
5. English	27	-	7	4	11	56	22	4.81
6. HPE	30	-	-	3	20	37	40	5.13
7. Home Ec	15	-	-	20	13	67	-	4.47
8. Ind Ed	10	-	-	30	30	40	-	4.10
9. Fgn Lang	8	-	13	-	13	25	50	5.00
10. LEM	7	-	-	-	14	71	14	5.00
11. Math	10	-	40	-	10	40	10	3.80
12. Sciences	15	-	13	-	7	80	-	4.53
13. Music	18	-	6	6	11	50	28	4.89
14. Soc Sci	12	-	17	-	8	50	25	4.67
15. EMR	55	2	6	9	11	49	24	4.71
16. H.I.	16	-	13	13	6	44	25	4.56
17. LBD/Elem	122	1	3	6	13	54	24	4.88
18. Sph&HrTh	30	3	13	7	23	50	3	4.13
Total	539	1	6	7	13	51	23	4.77
Teaching Field								
1. Elem	125	-	5	7	8	49	31	4.94
2. Sec Ed	71	-	16	-	10	55	20	4.63
3. Spec Ed	223	1	5	7	14	52	21	4.72
4. Specialize	119	1	2	8	20	48	21	4.76
Teaching Location								
1. Rural	236	0	5	6	13	54	21	4.79
2. Suburban	241	0	7	7	12	47	26	4.77
3. Urban	52	2	4	6	23	46	19	4.65
Yrs. Taught								
1. 1	90	-	3	3	12	48	33	5.04
2. 2	119	1	9	4	16	48	22	4.66
3. 3	103	2	10	6	10	52	20	4.62
4. 4	101	-	3	10	13	52	23	4.81
5. 5	119	1	3	8	14	53	21	4.78

teachers, 74% either moderately or strongly agreed with the statement. Other data in Table 4 reveal that 80% of the elementary teachers gave these two top ratings to their teachers preparation compared to 75% for the secondary, 73% for the special education, and 69% for the specialized teachers.

Table 5 presents a summary of the teachers' responses to Summary Item H2, which asked, "Excluding possible leaves of absences, how long do you plan to teach?" The teachers were asked to mark one of six responses, ranging from "This is my last year," to "Until I retire." The data show that approximately 55% of the 547 BGSU teachers plan to teach until they retire (those who marked options 5 or 6) and only two percent indicated that they were leaving the teaching profession at the end of the 1984-85 school year. It is interesting to note that all these latter teachers were working in suburban schools.

In summary, the graduates of BGSU's teacher-training programs (1) gave their programs markedly above average grades when compared with another group of teachers chosen to represent the national population of teachers, (2) approximately 3 out of every 4 BGSU teachers moderately or strongly agreed that they were adequately prepared at BGSU as an entry-level teacher (but 14% indicated to some extent that they were not adequately prepared) and (3) more than half of the BGSU teachers were planning to teach for 20 or more years. All in all, the graduates gave their BGSU programs

Table 5

SECTION H.

2. Excluding possible leaves of absences, how long do you plan to teach?

		Responses (In Percents)						
		1	2	3	4	5	6	
Major	N	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Mean
1. Art	11	-	9	18	-	36	36	4.73
2. Business	24	4	-	25	25	8	38	4.46
3. Dist Ed	11	-	27	27	36	-	9	3.36
4. Elem	119	2	7	16	14	13	48	4.86
5. English	27	4	4	15	19	19	41	4.67
6. HPE	29	-	10	3	24	14	48	4.86
7. Home Ec	15	-	13	20	7	-	60	4.73
8. Ind Ed	12	-	17	8	8	17	50	4.75
9. Fgn Lang	8	13	-	-	25	13	50	4.75
10. LEM	7	-	14	-	-	29	57	5.14
11. Math	11	9	-	36	9	-	46	4.27
12. Sciences	15	-	33	13	7	13	33	4.00
13. Music	18	6	-	-	50	11	33	4.61
14. Soc Sci	12	-	8	25	8	17	42	4.58
15. EMR	58	2	10	19	28	17	24	4.21
16. H.I.	17	-	6	18	18	18	41	4.71
17. LBD/Elem	125	2	11	10	22	16	39	4.55
18. Sph&HrTh	28	-	18	11	14	25	32	4.43
Total	547	2	10	14	19	15	40	4.56
Teaching Field								
1. Elem	125	2	6	16	16	13	47	4.74
2. Sec Ed	72	4	10	18	13	14	42	4.47
3. Spec Ed	228	2	11	13	22	18	35	4.46
4. Specialize	121	2	10	12	22	13	41	4.59
Teaching Location								
1. Rural	235	0	8	12	20	19	41	4.72
2. Suburban	247	4	11	17	15	13	40	4.42
3. Urban	55	0	15	11	31	9	35	4.38
Yrs. Taught								
1. 1	93	3	7	17	23	14	37	4.47
2. 2	119	1	11	15	18	15	40	4.56
3. 3	104	-	8	14	23	15	39	4.64
4. 4	104	4	16	19	14	14	33	4.16
5. 5	121	2	7	7	18	16	50	4.90

very positive overall general evaluations and the vast majority of the graduates appeared to have chosen a career (teaching) in which they desire to remain for a number of years. This holding power of the profession is likely related to our graduates being (and feeling) successful on the job.

Teachers' Evaluations of Selected BGSU Courses and Experiences

(This Report is Volume 2 of a 7 Volume Set of Teachers' Evaluations of Selected BGSU Courses and Experiences (Based on 552 1980-85 Graduates)

The other six volumes are:

- Volume 1. Teachers' Summary Evaluations of Their BGSU Programs
- Volume 3. Teachers' Needs and Proficiencies in Selected Competencies -- Also, Where These Competencies Were Developed
- Volume 4. Teachers' Evaluations of Their BGSU (1) Academic/ Career Advising and (2) Instructional Materials
- Volume 5. A Comparison of Teachers' Expectations and On-the-Job Realities for Selected Working Conditions
- Volume 6. The Concerns and Attitudes of Teachers Prepared at BGSU
- Volume 7. Teachers' Narrative Suggestions on How BGSU Can Better Prepare Teachers

PLEASE SAVE FOR FUTURE REFERENCE
If not interested in content,
please return to: Fred L. Pigge,
Room 310, Education Building

Report Prepared for the Faculty of the Program Areas
College of Education and Allied Professions
Bowling Green State University

by

Office of Educational Research & Services
Fred L. Pigge, Director

Fall, 1986

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Foreword

A companion document entitled "Appraisals of the Performances of Teachers Prepared at Bowling Green State University" (OERS; Summer, 1986; 88 pages) was prepared and distributed to program leaders during the first week of September, 1986. This companion report presents evaluative performance summaries from 627 principals or supervisors of teachers who were prepared at BGSU during 1980-85. The primary purpose of this document was to report how BGSU's "products" were perceived to be performing in the field.

On the other hand, the present volume is one of seven that present summaries of how 552 former BGSU students who had one through five years teaching experience evaluated various segments/courses/ experiences of their BGSU teacher education programs. The titles of the present as well as the other six volumes are listed on the cover page of this report.

It should be noted that Section A is the same for each of the seven volumes. The description of the population, respondents, and the questionnaire, three items that are presented in Section A, permit each volume to stand on its own. "New" non-repeating material begins with Section B of each volume.

Teachers' Evaluations of Selected BGSU Courses and Experiences

Overview

This volume presents summaries of the teachers' responses to the second section (page 3) of the follow-up questionnaire. Teachers' evaluative responses to each of the 21 items dealing with specific courses/experiences are broken down by the teachers' preparation major, general teaching field, teaching location, and years of experience.

The first section of this report presents a copy of the entire questionnaire and a description of the respondents. Section B will present the teachers' evaluative responses to the questionnaire items dealing with the contributions of specific BGSU courses/experiences to the preparation of teachers.

Section A

The Questionnaire and Description of the Respondents

Population

The data in Table 1 indicate that for the five years between 1980 and 1984, inclusive, there were 3,422 graduates of BGSU who were qualified to receive State of Ohio Teaching Certificates. As of October, 1984, 1116 (33%) of these graduates were found to be teaching in the State of Ohio. This search, done by the Computer Services Division of the State Department of Education, keyed in on students' social security numbers furnished by BGSU and utilizing the October 1984 building principal reports.

(Each building principal in the State is required to complete a report listing basic data on each of his/her teachers in October.)

Sample

In April and May, 1985, an eight page evaluative follow-up instrument was mailed to each of these 1116 teachers. A copy of this questionnaire is presented at the end of Section A (page 9). The analyses and summaries of the teachers' (past BGSU students') responses to this questionnaire form the basis for the present document.

Respondents

Data in Table 2 reveal that 552 (49%) of the teachers completed the instrument. One reminder to non-respondents was sent approximately three weeks after the initial mailing.

Combining the information presented in Tables 1 and 2 and, as an illustration, for the English majors, it may be observed from Table 1 that there were 100 English graduates between 1980 and 1984 and 33 (33%) of them were found to be teaching in Ohio during October, 1984. However, in Table 2 and for the English area, it may be observed that 49 questionnaires were sent to these teachers. The 49 graduates in the general English area were derived as follows: Communications (6), English (33), Journalism (6), and Speech (4). Similar groupings were done within other major areas, reducing the 48 specific entries in Table 1 to 18 general categories in Table 2. Findings of the teachers' ratings are presented by these 18 general program areas.

In addition, findings are also tabulated and presented by general teaching field (elementary, secondary education, specialized education and special education), by teaching location (rural, suburban, and urban), and by number of years of teaching experience (1 through 5).

Table 1
Number of 1980 Through 1984 Graduates by Major and Number and Percent Teaching in Ohio as of October, 1984

Major Code	Description	# of Grads 80-84	# 80-84 Grads Teaching in Ohio and Sent Questionnaire	% Working in Ohio
120	American Studies	4	0	0
130 & 135	Art	58	21	36
150,162,165	Business	145	41	28
155	Biology	41	14	34
205	Chemistry	6	3	50
217	Communications	16	6	38
220	Computer Science	11	1	9
225	Distributive Educ	47	17	36
245	Early Childhood	65	13	20
250	Earth Science	9	1	11
270	Elementary Education	810	236	29
274 & 275	P.E.I. (Elem Ed)	51	12	24
280	English	100	33	33
294	Environmental Science	6	1	17
305	French	11	4	36
340	Geography	3	1	33
360	German	7	4	57
405	HPER III	26	3	12
410	HPER II	17	3	18
415	Health	46	5	11
417	PE Plan III	105	32	30
418	PE Plan II	135	23	17
419	PE RH	2	0	0
420	History	25	3	12
440	Home Economics	82	30	37
450	Industrial Education	77	28	36
510	Journalism	11	6	55
540	Library & Ed Media	36	12	33
551 & 550	Math, Computer Sci	95	24	25
591	Music	226	54	24
640	Physics	4	2	50
650	Political Science	7	1	14
670	Psychology	21	2	10
820	Science Comprehensive	19	14	74
840	Social Studies	119	26	22
850	Spanish	22	9	41
852	MSPH/Elem	7	2	29
853	EMR/Elem	93	53	57
854	MSPH/EMR	93	32	34
856	HI/Elem	105	34	32
857	LBD/Elem	412	219	53
858	EMR	37	20	54
859	MSPH	12	3	25
860	Speech	37	4	11
861	LBD	3	1	33
862	Hearing Impaired	2	1	50
863	LBD/EMR/Elem	4	2	50
870	Speech&Hear Therapy	152	60	39
	TOTALS	3422	1116	33%

Table 2
Numbers and Percents of Teacher and Principal Respondents

Major Area	Number of Questionnaires Sent to Teachers and Their Principals	Teachers		Principals	
		Number Received	Per-cent	Number Received	Per-cent
1. Art	21	11	52	9	43
2. Business	41	24	59	24	59
3. Dist Educ	17	12	71	9	53
4. Elementary	249	121	49	141	57
5. English	49	27	55	28	57
6. HPE	78	30	38	34	44
7. Home Ec	30	15	50	19	63
8. Ind Educ	28	12	43	18	64
9. Foreign Lang	17	8	47	13	76
10. L.E.M.	12	7	58	10	83
11. Math	25	11	44	20	80
12. Sciences	35	14	40	22	63
13. Music	54	18	33	14	26
14. Social Sci	33	12	36	14	42
15. EMR	112	58	52	70	63
16. H.I.	35	16	46	17	49
17. LBD/Elem	220	126	57	128	58
18. Sph & HrTh	60	30	50	37	62
TOTALS	1116	552	49	627	56

The teachers were also asked questions (Items A6 and A7) about how they would classify the school building in which they were teaching and how they would classify the building(s) where they attended high school. Responses to Item A6 revealed that there were about an equal number of our graduates teaching in rural (44%) and suburban (46%) schools while the other 10% were working in urban buildings. It may be noted that the various special education majors were by far the largest contributors to the number who were teaching in the urban buildings. The responses to Item A7 indicate that approximately half (53%) of the teachers had attended suburban high schools, approximately one-third (34%) rural high schools, and the remaining 13% (N=70) had attended urban high schools.

Teachers' Responses to Items
A6 and A7

SECTION A: Placement and Experience Data

		Responses (In Percents)						
		6. How would your school building be classified?			7. How would the high school you attended be classified?			
Major	N	Rural	Suburban	Urban	N	Rural	Suburban	Urban
1. Art	11	64	36	-	11	55	36	9
2. Business	24	42	46	13	24	46	42	13
3. Dist Ed	12	58	25	17	12	8	75	17
4. Elem	118	49	40	11	120	38	48	14
5. English	27	44	48	7	27	44	48	7
6. HPE	30	40	43	17	30	30	67	3
7. Home Ec	14	50	36	14	15	40	60	-
8. Ind Ed	12	50	50	-	12	50	42	8
9. Fgn Lang	8	50	50	-	8	25	75	-
10. LEM	7	71	29	-	7	43	43	14
11. Math	11	27	73	-	11	55	36	9
12. Sciences	14	64	36	-	14	21	71	7
13. Music	18	72	28	-	18	50	44	6
14. Soc Sci	12	42	58	-	11	27	55	18
15. EMR	58	28	59	14	58	16	60	24
16. H.I.	15	13	67	20	16	19	50	31
17. LBD/Elem	124	40	47	13	124	33	54	13
18. Sph&HrTh	29	52	45	3	30	37	50	13
Total	544	44	46	10	548	34	53	13

Item 10 in the first section (A) of the questionnaire inquired as to the teachers' status regarding a masters degree. The analysis of the teachers' responses to this item revealed that 6% (approximate N of 30-35) of these teachers had their masters degrees, that approximately half (53%) had not taken any courses leading toward an advanced degree and that approximately one-fourth (26%) had taken 1 or 2 courses. Among the additional findings that are presented in relation to Item A10, it may be observed:

1. Teachers with more years of experience had made more progress toward masters degrees.
2. A greater proportion of suburban teachers than rural and urban teacher had their masters degrees.

Relative to the experience patterns of the teachers, the data indicate that there were approximately 95 first-year (17%), 120 second-year (22%), 105 third-year (19%), 105 fourth-year (19%), and 125 (23%) fifth-year teachers who responded to the various questionnaire items.

Item 10
What is your current status regarding a Masters degree?

	10. What is your current status regarding a Masters degree?						
Major	N	1*	2*	3*	4*	5*	6*
1. Art	11	36	46	-	-	18	-
2. Business	24	58	17	8	-	-	17
3. Dist Ed	12	75	17	-	-	8	-
4. Elem	121	53	27	6	2	3	9
5. English	27	44	22	7	15	11	-
6. HPE	30	63	17	-	7	10	3
7. Home Ec	15	60	20	7	7	7	-
8. Ind Ed	12	67	25	8	-	-	-
9. Fgn Lang	8	75	25	-	-	-	-
10. LEM	7	57	14	-	14	-	14
11. Math	11	64	18	-	9	-	9
12. Sciences	14	43	36	7	7	7	-
13. Music	18	83	6	6	6	-	-
14. Soc Sci	12	50	17	8	8	-	17
15. EMR	58	47	36	7	3	5	2
16. H.I.	16	50	31	6	6	-	6
17. LBD/Elem	126	47	28	6	4	8	8
18. Sph&HrTh	30	53	23	-	10	3	10
Total	552	53	26	5	5	5	6
Teaching Field							
1. Elem	127	54	26	6	2	5	9
2. Sec Ed	71	52	24	6	10	4	4
3. Spec Ed	230	48	30	5	5	6	7
4. Specialize	123	63	20	4	4	5	5
Teaching Location							
1. Rural	241	58	29	3	3	5	3
2. Suburban	248	48	23	7	5	6	11
3. Urban	55	53	27	6	7	6	2
Yrs. Taught?							
1. 1	92	82	12	1	-	-	5
2. 2	121	65	26	3	2	1	3
3. 3	105	51	34	3	5	4	3
4. 4	104	36	29	11	8	7	11
5. 5	123	36	26	7	7	14	10

*1. Have not taken any courses
*2. Have taken 1 or 2 courses
*3. About 1/4 done
*4. About 1/2 done
*5. About 3/4 done
*6. Have a Masters degree

Bowling Green State University

College of Education
Office of Research and Services
Suite 310 Education Building
Bowling Green, Ohio 43403
(419) 372-0151, Ext. 274
Cable BGSUOH

Spring, 1985

TO: Recent Graduates
College of Education
BGSU

Dear Teacher Graduate:

Faculty and staff in the College of Education often ask ourselves questions like, "Just how well have we prepared our graduates for teaching?" 'How valuable are some of the required courses?" "Are we emphasizing needed competencies?" The purpose of this correspondence is for assistance in helping us arrive at answers to these questions.

Please take a few minutes to give us your honest reactions to the questions posed on the accompanying questionnaire. This questionnaire is being sent to recent BGSU graduates (1980-84) who are teaching in the State of Ohio. After analyzing your responses and summarizing your comments, we will be in a better position than we are now to make plans for improving our teacher education programs.

There are three primary reasons why the College of Education conducts follow-up evaluative endeavors approximately every fourth or fifth year:

1. We desire to know what graduates think of the courses, projects and experiences in which they were required to enroll.
2. The responses, as a total group and by each major, should suggest specific and worthwhile changes and revisions in our curriculums.
3. The Ohio State Department of Education and various regional and national accrediting agencies demand that evaluative follow-up studies of past teacher education graduates be completed at periodic intervals and that the results be utilized to promote better and stronger programs.

Please be assured that your responses will remain anonymous. Only summary tabulations by years of experience, teaching areas, or other groupings will be presented to our faculty and to the accrediting agencies. When your responses have been coded onto computer tape, this questionnaire will be destroyed. Under no circumstances will your responses be known to any of our faculty or used to your betterment or detriment.

We realize this somewhat lengthy form will take several minutes for you to conscientiously complete. In debating whether to use a short form or a longer questionnaire, the faculty concluded that the present form would permit you to give us more valuable information and insights and should thus be used in gathering data for planning purposes. Needless to say, WE ARE APPRECIATIVE OF YOUR COOPERATION IN COMPLETING THIS FORM.

If at all possible, please return the completed form via the enclosed pre-addressed, postage-paid envelope within 10 to 14 days of its receipt.

Sincerely yours,

Fred Pigge

Fred L. Pigge, Director
Educational Research & Services

P.S. Be sure to read item 5 on the last page.

1	___	___	___	___
1	2	3	4	5

AN APPRAISAL OF MY PREPARATION AS A TEACHER
AT BOWLING GREEN STATE UNIVERSITY

There are several sections to this questionnaire. Section A asks for personal data, such as name, major, where you are teaching, etc. Other sections consist of questions which, for example, will permit you to "evaluate" your experience at BGSU. (Ignore the numbers in parentheses, they are for data entry use only.)

SECTION A: Placement and Experience Data

1. Name ______________________ Social Security Number ______________ (6-14)

2. Undergraduate Major(s) ______________________ (15-17) ________ (18) Minor(s) ______________ (19-21)

3. Grades or Subjects Taught During Student Teaching ______________________ (22-24)

4. Grades or Subjects Taught This Year ______________________ (25-27)

5. Employing School District ______________________

name ______________________

address ______________________

6. In your opinion, how would your school building be classified? (28)

________ 1. Rural ________ 2. Suburban (includes small cities) ________ 3. Urban (large cities over 50,000)

7. In your opinion, how would the high school you attended be classified? (29)

________ 1. Rural ________ 2. Suburban ________ 3. Urban

8. Including the present year, how many years have you taught? ________ yrs. (30)

9. When did you graduate from BGSU? 19 ________ (31-32)

10. What is your current status regarding a Masters degree? (33)

_____ 1. Have not taken any courses.
_____ 2. Have taken 1 or 2 courses.
_____ 3. About ¼ done.
_____ 4. About ½ done.
_____ 5. About ¾ done.
_____ 6. Have a Masters degree.

11. What grade would you give the teacher education training you received at BGSU? (34)

_____ 1. A
_____ 2. B
_____ 3. C
_____ 4. D
_____ 5. F (Fail)
_____ 6. Don't know

12. (Optional) What, to the best of your memory, was your final overall undergraduate grade-point average at BGSU? (35)

_____ 1. 2.00 - 2.24
_____ 2. 2.25 - 2.49
_____ 3. 2.50 - 2.74
_____ 4. 2.75 - 2.99
_____ 5. 3.00 - 3.24
_____ 6. 3.25 - 3.49
_____ 7. 3.50 - 3.74
_____ 8. 3.75 - 4.00

SECTION B: Courses and Experiences

1. Please circle the numeral which indicates your rating of the value of each of these courses or experiences in your preparation to become a teacher.

		Highly Valuable	Valuable	Of Moderate Value	Of Little Value	Of No Value	Not Required In My Program	
Courses								
A.	Exploring the Profession (EDFI/CI 202, PEP 247 or 233, MUED 240, etc. — the introductory education course — regardless of teaching area)	5	4	3	2	1	0	(36)
B.	Educational Psychology (EDFI 302)	5	4	3	2	1	0	(37)
C.	Methods course (or methods sequence if elementary, special education or foreign language) Examples are: Secondary Methods; Math and Science Methods; and other "How to Courses"	5	4	3	2	1	0	(38)
D.	Reading in the Content Area (EDCI 360)	5	4	3	2	1	0	(39)
E.	Educational Media (LEM 301)	5	4	3	2	1	0	(40)
F.	Exceptional Child in Regular Classroom (EDSE 311)	5	4	3	2	1	0	(41)
G.	Adaptive Physical Education (PEP 433)	5	4	3	2	1	0	(42)
H.	Assessment and Evaluation in Education (Test and Measurements) (EDFI 402)	5	4	3	2	1	0	(43)
I.	Assessment and Evaluation in Physical Education (Tests and Measurements (PEP 402)	5	4	3	2	1	0	(44)
J.	Education in a Pluralistic Society (EDFI 408)	5	4	3	2	1	0	(45)
K.	Organization and Administration of Education in American Society (EDAS 409)	5	4	3	2	1	0	(46)
Field Experience								
L.	Student Teaching	5	4	3	2	1	0	(47)
M.	Student Teaching Seminars	5	4	3	2	1	0	(48)
N.	Field Experiences Related to EDCI/FI 202 or other such courses (see "A" above)	5	4	3	2	1	0	(49)
O.	All other field experiences you may have taken, such as MEP, Methods Observations, MUED 340, etc. If possible, list the experience(s) you are rating________________ ________________	5	4	3	2	1	0	(50)

2. Please check the one answer you consider most appropriate.

A. BGSU gave me very early in my studies an adequate orientation to teacher education, e.g., career options, employment potential, working conditions and expectations, salaries, etc. (circle numeral)

5	5	3	2	1	
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	(51)

B. The number of courses or credits required for my **major** (Non-education courses, such as English courses for English majors; math courses for math majors; HPER non-methods courses for HPER majors; music performance, applied studies, music history and composition courses for music majors; etc.) was:

________ 1. too large or too many
________ 2. too small or too few (52)
________ 3. about right

C. The content of the courses covered in "B" above was:

________ 1. very relevant to the needs of the teachers
________ 2. moderately relevant to the needs of teachers (53)
________ 3. largely irrelevant to the needs of teachers

D. The content of the courses covered in "B" above was:

________ 1. too broad and general for the needs of teachers
________ 2. too narrow and specialized; too indepth
________ 3. well balanced to provide both the necessary breadth and depth (54)

E. The number of credits or courses required in the **professional component** (commonly called "the education courses" — examples are: the courses listed at the beginning of this Section B (EDFI/CI 202, Ed Psy, Student Teaching, etc., MUED courses such as 240, 340, 359 and other required education courses for music majors, etc.) was:

________ 1. too large or too many
________ 2. too small or too few (55)
________ 3. about right

F. The content and experiences making up the professional component (described in E above) were:

________ 1. generally well suited to preparation of a teacher
________ 2. somewhat suited to preparation of a teacher (56)
________ 3. of very little real contribution to preparation of a teacher

12.

SECTION C: Your Perceived Need for and Proficiency in Selected Competencies – Also, Where were These Proficiencies Developed?

Presented below are descriptions of 28 competency areas. In the first column (**NEED**), please indicate by circling the appropriate numeral your need for possessing each competency in carrying out your teaching functions. In the second column (**PROFICIENCY**), please denote an estimate of your classroom proficiency for each competency. Finally, in the third column (**WHERE DEVELOPED?**), please denote, in order, the one, two or three areas or experiences that contributed most to your noted proficiency.

For the **WHERE DEVELOPED?** column, please choose from among these nine areas or experiences:

Code	**Possible Contributors**
1	Pre-student teaching field experience
2	Student Teaching
3	Clinical Laboratory (2nd floor of Education Building)
4	Other course work and experience at BGSU
5	First year teaching experience
6	Teaching experience after first year
7	Inservice training
8	Other teachers
9	Supervisors and/or administrators

An illustrative example:

	Need					**Proficiency**					**Where Developed?**		
	High		**Ave**		**Low**	**High**		**Ave**		**Low**	**Most**	**2nd Most**	**3rd Most**
	[✓ 5]	4	3	2	1	5	[✓ 4]	3	2	1	2	4	5

For item 1 below, "Your ability to prepare and develop lesson plans and teaching units," a teacher may have circled a 5 under **NEED** to show that she had a high need for this competency, may have circled 4 for a **PROFICIENCY** rating, and under **"WHERE DEVELOPED?"** may have put, in order **2 4 5**. **She is telling** us that she credits "student teaching" (code 2) as the most important contributing experience to her proficiency in this area, that she thought "other course work and experience at BGSU" (code 4) contributed 2nd most and that "first year teaching experience" (code 5) was the third greatest contributing cause to her proficiency in developing lesson plans and teaching units. At times it may be difficult for you to list more than one or two areas which were the primary contributing causes for a certain proficiency level; in this case please feel free to leave the third and/or the second space(s) blank.

Your Ability to: **COMPETENCIES**	To be successful in your job, what is your **NEED** for this competency?					An Estimate of Your Classroom **PROFICIENCY** in this Area					**WHERE DEVELOPED?**			
	High		Average		Low	High		Average		Low	Most	2nd Most	3rd Most	
1. Prepare and develop lesson plans and teaching units	5	4	3	2	1	5	4	3	2	1	___	___	___	(57-61)
2. Deal with pupil behavior problems	5	4	3	2	1	5	4	3	2	1	___	___	___	(62-66)
3. Select, prepare, and effectively utilize educational media	5	4	3	2	1	5	4	3	2	1	___	___	___	(67-71)
4. Analyze and evaluate your teaching performance skills	5	4	3	2	1	5	4	3	2	1	___	___	___	(72-76)

2 ___ ___ ___ ___
(1) (2) (3) (4) (5)

5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils	5	4	3	2	1	5	4	3	2	1	___	___	___	(6-10)
6. Diagnose pupil problems (via testing instruments, observational techniques, etc.)	5	4	3	2	1	5	4	3	2	1	___	___	___	(11-15)
7. (After diagnosis)... make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes	5	4	3	2	1	5	4	3	2	1	___	___	___	(16-20)
8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(21-25)
9. Motivate student achievement via modeling, reinforcement, provision of success experience, appeal to student interests, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(26-30)
10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(31-35)
11. Teach reading in your grade or subject area	5	4	3	2	1	5	4	3	2	1	___	___	___	(36-40)
12. Prepare teacher made tests and evaluate/report pupil progress	5	4	3	2	1	5	4	3	2	1	___	___	___	(41-45)
13. Understand and utilize standardized tests	5	4	3	2	1	5	4	3	2	1	___	___	___	(46-50)
14. Communicate effectively with parents and students regarding student progress	5	4	3	2	1	5	4	3	2	1	___	___	___	(51-55)

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Your Ability to: COMPETENCIES	To be successful in your job, what is your NEED for this competency? High		Average		Low	An Estimate of Your Classroom PROFICIENCY in this Area High		Average		Low	WHERE DEVELOPED? Most	2nd Most	3rd Most	
15. Be aware of the possible parallels and inconsistencies between your views or beliefs of the aims and goals of education and those of your school	5	4	3	2	1	5	4	3	2	1	____	____	____	(56-60)
16. Resolve the conflicts between your philosophical views and the actual day-to-day operations of your school	5	4	3	2	1	5	4	3	2	1	____	____	____	(61-65)
17. Understand the major principles of school law as they apply to areas such as due process, contracts, teaching liability, corporal punishment, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(66-70)
18. Understand the major principles of school law as they relate to community/board/administration/staff relations, the local and state governance of the school, school finances, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(71-75)
19. Develop instructional objectives and strategies for a multicultural classroom setting; e.g., to accent ethnic awareness, development of positive inter-and-intra-group relations, development of teaching strategies based on due regard for bilinguality, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(76-80)

3 (1) ___ (2) ___ (3) ___ (4) ___ (5)

20. Use classroom time effectively	5	4	3	2	1	5	4	3	2	1	____	____	____	(6-10)
21. Apply effective questioning/thinking skills	5	4	3	2	1	5	4	3	2	1	____	____	____	(11-15)
22. Establish teachable moments, i.e., establish situation where everything "jells"	5	4	3	2	1	5	4	3	2	1	____	____	____	(16-20)
23. Teach physical education in your grade or subject area	5	4	3	2	1	5	4	3	2	1	____	____	____	(21-25)
24. Teach music at your grade level	5	4	3	2	1	5	4	3	2	1	____	____	____	(26-30)
25. Teach art at your grade level	5	4	3	2	1	5	4	3	2	1	____	____	____	(31-35)
26. Encourage and facilitate the development of children's social skills and enhanced self-concepts	5	4	3	2	1	5	4	3	2	1	____	____	____	(36-40)
27. Adequately challenge your gifted/talented students	5	4	3	2	1	5	4	3	2	1	____	____	____	(41-45)
28. Adequately teach handicapped pupils who have been or may be "mainstreamed" into your classroom	5	4	3	2	1	5	4	3	2	1	____	____	____	(46-50)

SECTION D: Academic and Career Advising at BGSU (Circle your response)

	Highly Positive	Positive	Average or So-So	Negative	Highly Negative	Did Not Use	
1. How do you feel about the quality of advising from your assigned faculty advisor?	5	4	3	2	1	0	(51)
2. ... advice and guidance from the Program Advisement Center on the 3rd floor of the Education Building?	5	4	3	2	1	0	(52)
3. Advice from individual professors you might have sought out?	5	4	3	2	1	0	(53)
4. How do you feel in a general sense about the quality of overall career (job) advising services that were available to you?	5	4	3	2	1	0	(54)
5. Please rate the services of the Career and Placement Center in helping you find a teaching position.	5	4	3	2	1	0	(55)

SECTION E: Instructional Materials at BGSU

1. Please rate the materials and services of the INSTRUCTIONAL MEDIA CENTER (facilities located on the 1st and 2nd floors of the Education Building).

Did you use the Center? ______ (1) yes; ______ (2) no. (If "No," skip to #2; if "yes", please answer A-G below.) (56)

	Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A. Hours of accessibility	5	4	3	2	1	(57)
B. Workshop facilities where you could prepare new instructional materials or copy existing materials	5	4	3	2	1	(58)
C. Availability of materials	5	4	3	2	1	(59)
D. Usage regulations	5	4	3	2	1	(60)
E. Helpfulness of staff	5	4	3	2	1	(61)
F. Relation to coursework	5	4	3	2	1	(62)
G. Relation to the learning of teaching skills	5	4	3	2	1	(63)

2. Please rate the materials and services of the CURRICULUM LIBRARY (located in the Library).

Did you use the Curriculum Library? ______ yes; ______ no. (If "No," skip to #3; if "yes," please answer A - J below.) (64)
(1) (2)

	Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A. Hours of accessibility	5	4	3	2	1	(65)
B. Workshop facilities where you could prepare new instructional materials or copy existing materials	5	4	3	2	1	(66)
C. Various media, such as maps, globes, charts, pictures, films, video/audio tapes, recordings, etc.	5	4	3	2	1	(67)
D. Examples of courses of study and teaching units	5	4	3	2	1	(68)
E. Examples of books commonly used in the elementary and secondary schools	5	4	3	2	1	(69)
F. Availability of materials	5	4	3	2	1	(70)
G. Usage regulations	5	4	3	2	1	(71)
H. Helpfulness of staff	5	4	3	2	1	(72)
I. Relation to course work	5	4	3	2	1	(73)
J. Relation to the learning of teaching skills	5	4	3	2	1	(74)

4	___	___	___	___
(1)	(2)	(3)	(4)	(5)

3. Please rate the materials and services of the CLINICAL LAB (located on the second floor of the Education Building).

Did you use the Clinical Lab? ______ yes; ______ no. (If "No," go to Section F; if "Yes," please answer A-F below.) (6)
(1) (2)

	Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A. Hours of accessibility	5	4	3	2	1	(7)
B. Various media and materials	5	4	3	2	1	(8)
C. Helpfulness of staff	5	4	3	2	1	(9)
D. Availability of materials	5	4	3	2	1	(10)
E. Relation to course work	5	4	3	2	1	(11)
F. Relation to the learning of teaching skills	5	4	3	2	1	(12)

SECTION F. Prior Expectations and On-The-Job Realities

Near the end of your college career you probably had some preconceived notions or expectations of the working conditions you would experience as a full-time teacher. The purpose of this section is to determine the difference, if any, between what you expected and what you found.

Response Code:	1	2	3	4	5
	Highly Negative	Negative	Average or No Opinion	Positive	Highly Positive

Please circle the responses for your "prior expectations" on the left, your "on-the-job realities" on the right.

	Prior Expectations					Conditions/Environment	What you found or on-the-job-reality					
	Negative				Positive		Negative				Positive	
						1. Instructional help/guidance/advice from						
(13)	1	2	3	4	5	A. Other teachers	1	2	3	4	5	(30)
(14)	1	2	3	4	5	B. Administrators/Supervisors/Department Heads	1	2	3	4	5	(31)
(15)	1	2	3	4	5	C. Inservice Training	1	2	3	4	5	(32)
(16)	1	2	3	4	5	D. College course work/experiences	1	2	3	4	5	(33)
						2. Rapport with and respect of						
(17)	1	2	3	4	5	A. Students	1	2	3	4	5	(34)
(18)	1	2	3	4	5	B. Parents of students	1	2	3	4	5	(35)
(19)	1	2	3	4	5	C. Other teachers	1	2	3	4	5	(36)
(20)	1	2	3	4	5	D. Administrators/Supervisors/Department Heads	1	2	3	4	5	(37)
(21)	1	2	3	4	5	E. Community members	1	2	3	4	5	(38)
(22)	1	2	3	4	5	3. Budgetary support for my teaching area	1	2	3	4	5	(39)
						4. Support (and encouragement) of my teaching area from						
(23)	1	2	3	4	5	A. Parents	1	2	3	4	5	(40)
(24)	1	2	3	4	5	B. Other teachers	1	2	3	4	5	(41)
(25)	1	2	3	4	5	C. Administrators	1	2	3	4	5	(42)
(26)	1	2	3	4	5	D. Community members	1	2	3	4	5	(43)
(27)	1	2	3	4	5	5. Physical facilities for my teaching area	1	2	3	4	5	(44)
(28)	1	2	3	4	5	6. Equipment for my teaching area	1	2	3	4	5	(45)
(29)	1	2	3	4	5	7. Parent-teacher conferences	1	2	3	4	5	(46)

SECTION F continued

	Prior Expectations					Conditions/Environment	What you found or on-the-job-reality					
	Negative				Positive		Negative				Positive	
(47)	1	2	3	4	5	8. Scheduling of classes (or class time) to complete desired objectives	1	2	3	4	5	(54)
(48)	1	2	3	4	5	9. An environment that is conducive to professional growth and development	1	2	3	4	5	(55)
(49)	1	2	3	4	5	10. Feelings of accomplishment	1	2	3	4	5	(56)
(50)	1	2	3	4	5	11. Work load (time, energy-needed, numbers of pupils, classes, number of preparations, etc.)	1	2	3	4	5	(57)
(51)	1	2	3	4	5	12. Behavior of pupils	1	2	3	4	5	(58)
(52)	1	2	3	4	5	13. My teaching being observed by administrator(s).	1	2	3	4	5	(59)
(53)	1	2	3	4	5	14. Level of job satisfaction	1	2	3	4	5	(60)

SECTION G. Concerns and Attitudes*

1. For the following items, please consider yourself "concerned" about a thing **if you think about it frequently and would like to do something about it personally.** You are not concerned about a thing simply because you believe it is important — if it seldom crosses your mind, or you are satisfied with the current state of affairs, do not say you are concerned about it. You may be concerned about things you are not currently dealing with, but only if you anticipate dealing with them and frequently think about them from this point of view. IN SHORT, YOU ARE CONCERNED ABOUT IT IF YOU OFTEN THINK ABOUT IT AND WOULD LIKE TO DO SOMETHING ABOUT IT.

5				
(1)	(2)	(3)	(4)	(5)

Read each statement, then ask yourself:

WHEN I THINK ABOUT MY TEACHING,
HOW MUCH AM I CONCERNED ABOUT THIS?

1 = Not concerned
2 = A little concerned
3 = Moderately concerned
4 = Very concerned
5 = Extremely concerned

Please Circle

	Not Concerned				Extremely Concerned	
A. Lack of instructional materials	1	2	3	4	5	(6)
B. Feeling under pressure too much of the time	1	2	3	4	5	(7)
C. Doing well when a superior is present	1	2	3	4	5	(8)
D. Meeting the needs of different kinds of students	1	2	3	4	5	(9)
E. Too many noninstructional duties	1	2	3	4	5	(10)
F. Diagnosing student learning problems	1	2	3	4	5	(11)
G. Feeling more adequate as a teacher	1	2	3	4	5	(12)
H. Challenging unmotivated students	1	2	3	4	5	(13)
I. Being accepted and respected by professional persons	1	2	3	4	5	(14)
J. Working with too many students each day	1	2	3	4	5	(15)
K. Guiding students toward intellectual and emotional growth	1	2	3	4	5	(16)
L. Whether each student is getting what he/she needs	1	2	3	4	5	(17)
M. Getting a favorable evaluation of my teaching	1	2	3	4	5	(18)
N. The routine and inflexibility of the teaching situation	1	2	3	4	5	(19)
O. Maintaining the appropriate degree of class control	1	2	3	4	5	(20)

2. Please circle the numeral which describes the degree of your agreement or disagreement to each of the attitudinal statements. There are, of course, no right or wrong answers. Please respond truthfully. The numerical code is:

1 = Strongly disagree
2 = Moderately disagree
3 = Slightly disagree
4 = Slightly agree
5 = Moderately agree
6 = Strongly agree

	Strongly Disagree					Strongly Agree	
A. Teaching is about the best job that I can think of	1	2	3	4	5	6	(21)
B. There are a lot of advantages to teaching	1	2	3	4	5	6	(22)
C. I don't care for the work of a teacher	1	2	3	4	5	6	(23)
D. Teaching would be a wonderful occupation for anyone	1	2	3	4	5	6	(24)
E. Teaching may be all right for some people but not for me	1	2	3	4	5	6	(25)
F. I am not convinced of the importance of a teaching career	1	2	3	4	5	6	(26)
G. Teaching, as a career, is not worth the sacrifice of going to college, the long hours of work and the low pay	1	2	3	4	5	6	(27)
H. I enjoy teaching	1	2	3	4	5	6	(28)
I. Teaching is as good a job as any	1	2	3	4	5	6	(29)
J. There are more advantages than disadvantages to teaching as a career	1	2	3	4	5	6	(30)
K. I would be willing to take any job related to teaching	1	2	3	4	5	6	(31)

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*Concerns checklist adapted from work of F. F. Fuller as reported by A. George, R&D Center, U. of Texas, 1978. Attitude scale due to work of Merwin and DiVesta J. *Counsel Psychol* (Vol 6), 302-08.

SECTION H. Summary
(Please circle or check your answers.)

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	
1. I was adequately prepared at BGSU as an entry level teacher.	6	5	4	3	2	1	(32)

2. Excluding possible leaves of absences, how long do you plan to teach?
   - ________ 1. This is my last year!
   - ________ 2. Two or three more years. (33)
   - ________ 3. Maybe 5 more years.
   - ________ 4. Maybe 10 more years.
   - ________ 5. Fifteen or 20 more years.
   - ________ 6. Until I retire.

3. Use this space to expand upon or comment on any of your previous ratings.

4. How can we better prepare teachers in your area of specialization? (If possible, give specific suggestions.)

5. We plan to select at random some principals of our 1980-84 graduates and ask them to respond to questions related to the teacher education program at BGSU and to the success of its graduates. If you have any objections to our contacting your principal about our program and the comparative success of its graduates, please so state below:

Section B

Teachers' Evaluations of Specific BGSU Courses and Experiences

The material that is presented in this section presents teachers' evaluative reactions to several widely required education courses and/or experiences. A table of data is presented for each item found on page 3 of the questionnaire.

The reader will note that two sets of means are presented on several of the tables: a set of means that is typed and a set that is in longhand. The typed means were computed by using zero's (such indicated that the course was not required) which resulted in very conservative estimates of the average values of the various courses or experiences. The handwritten means were computed by omitting the zeros. If the two means happen to be the same, just the typewritten mean is listed. An example related to Item 1A (How valuable was the "Exploring the Profession" course in your preparation for becoming a teacher?) should illustrate the difference.

There were approximately 530 total teachers who responded to Item 1A: 23% (N=122) indicated that this course was not required in their programs by marking "0," 2% (N=11) said "1" which indicated the course was "of no value," 14% (N=74) said "2," 31% (N=165) said "3," 21% (N=112) said "4," and 10% (N=53) said "5" which indicated the course was highly valuable. The calculations presented below reveal how each of the two means was computed:

Typed, With Use of Zero			Handwritten, Without Use of Zero		
X	f	XF	X	f	XF
0	122	0			
1	11	11	1	11	11
2	74	148	2	74	148
3	165	495	3	165	495
4	112	448	4	112	448
5	53	265	5	53	265
	537	1367		415	1367

$\bar{X} = 1367 \div 537 = 2.55$ $\qquad$ $\bar{X} = 1367 \div 415 = 3.29$

(mean is too conservative) $\qquad$ (mean is closer to reality)

Table 3 presents a listing of the total "value" means and their ranks for all the concerned courses/experiences; these means are also graphically depicted in Figure 1. Figure 1 vividly shows that three courses (or experiences) earned means above 4.00 (these were: C. Methods course/courses, L. Student teaching, and O. All other field experiences) and that only one course earned a mean less than 3.00 (J. EDFI 408). All the other courses/experiences earned means that ranged between 3.00 and 4.00, with H. (EDFI 402) being the lowest ($\bar{X}$ = 3.11) in this band and N. (Early Field Experiences) being the highest ($\bar{X}$ = 3.92). The other means in the 3.00 to 4.00 band did not vary markedly.

A similar follow-up evaluative study was completed on our 1975-80 teaching graduates (N = 694) and it is possible to make direct comparisons between the past and present samples for seven courses/experiences.

Table 3

"Value" Means and Ranks of Several Widely Required Courses/Experiences

Course/Experience	Mean for Total Group	Rank Order of "Value"
Code		
A. Exploring the Profession (202)	3.29	12
B. Educational Psychology (EDFI 302)	3.42	7.5
C. Methods Course/Courses	4.14	3
D. Reading in the Content Area (EDCI 360)	3.73	5
E. Educational Media (LEM 301)	3.42	7.5
F. Exceptional Child (EDSE 311)	3.69	6
G. Adaptive Physical Education (PEP 433)	3.33	9
H. Tests and Measurements (EDFI 402)	3.11	13
J. Ed in a Pluralistic Society (EDFI 408)	2.48	14 lowest
K. Organization & Administration of Education (EDAS 409)	3.32	10
L. Student Teaching	4.79	1 Highest
M. Student Teaching Seminars	3.31	11
N. Early Field Experiences	3.92	4
O. All other Field Experiences	4.33	2

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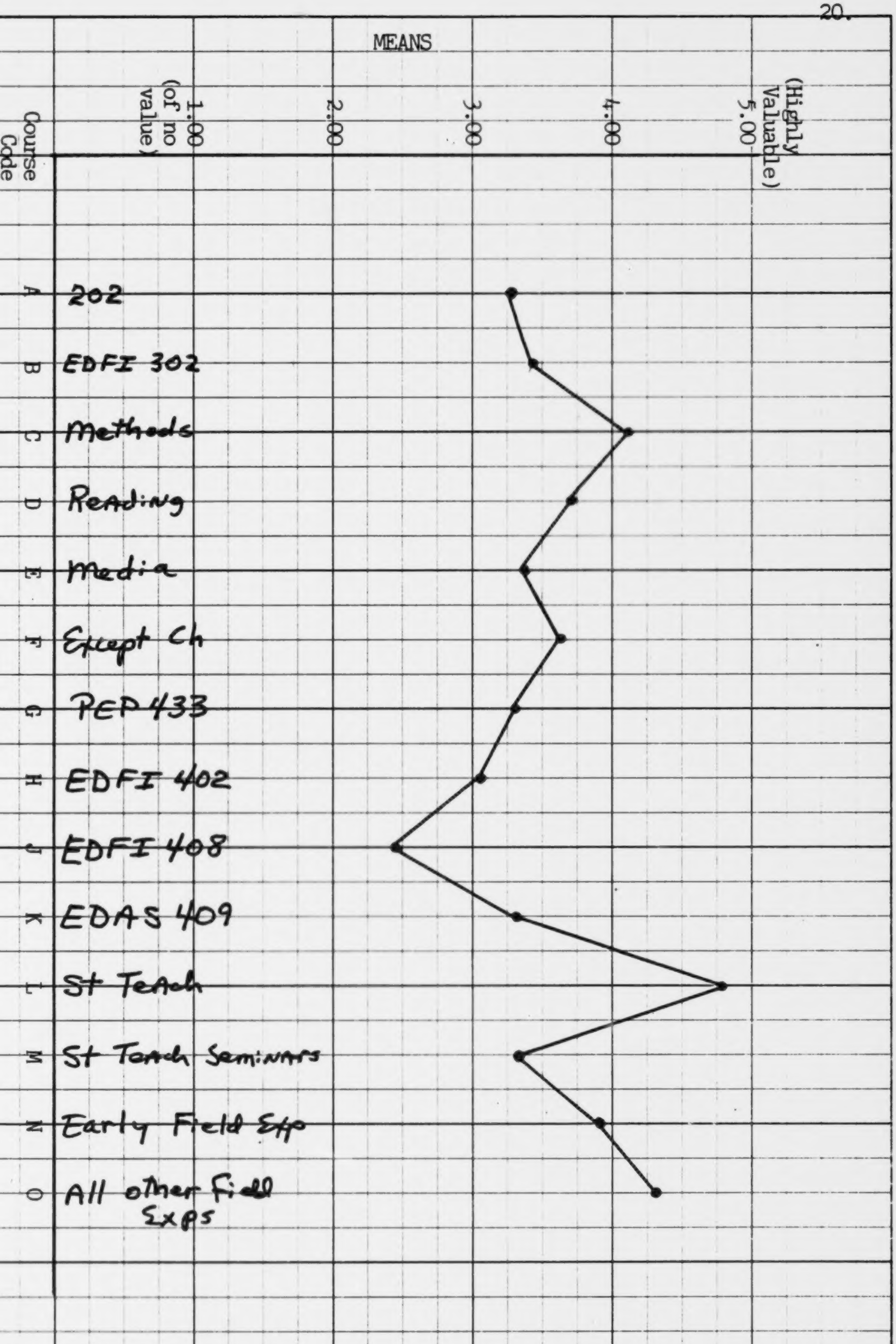

Figure 1

Plot of the Means Presented in Table 3.

4 Squares
to the Inch

The courses and the two sets of means and their ranks are presented below:

Experience/Courses	1975-80 Teachers		1980-85 Teachers	
	Mean	Rank	Mean	Rank
1. Student Teaching	4.61	1	4.79	1
2. Methods	3.93	2	4.14	2
3. Educational Psychology	3.44	3	3.41	3
4. Student Teaching Seminars	3.33	4	3.31	5
5. American School System	3.24	5	3.32	4
6. Tests and Measurements	3.16	6	3.11	6
7. Philosophy of Education	2.73	7	2.48	7

Several descriptive statements may be made from a comparison of these two sets of data; among them are:

1. For all practical purposes, the two groups of teachers have ranked the value of these seven courses or experiences the same in 1985 as they did in 1981.
2. Student teaching and methods courses were considered, by far, the two most important or valuable experiences in helping them to become successful teachers.
3. The value of the Philosophy of Education course (EDFI 408) was viewed by both groups of teachers to be substantially below the other six courses or experiences.

The next 14 pages present how teachers in each of the 18 major areas rated the value of each of the concerned courses/experiences. The ratings for each course are also broken down by four general teaching fields, by three teaching locations, and by years of teaching experiences (1-5).

It is left for faculty in the various programs to ascertain how their past students rated the various "education" courses and experiences. It should also be noted that many of the narrative comments presented in Volume 7 (Teachers' Narrative Suggestions on How BGSU Can Better Prepare Teachers) relate to these courses and experiences.

SECTION B: Courses and Experiences

Item 1A. Exploring the Profession (EDFI/CI 202, PEP 247 or 233, MUED 240, etc. - the introductory education course - regardless of teaching area)

		Responses (In Percents)							
			1 = Of No Value				5 = Highly Valuable		
Major	**N**	**0**	**1**	**2**	**3**	**4**	**5**	*	**Mean**
1. Art	11	9	-	18	36	36	-	3.20	2.91
2. Business	24	29	-	17	29	21	4	3.18	2.25
3. Dist Ed	11	36	-	9	27	27	-	3.29	2.09
4. Elem	111	21	2	9	30	21	18	3.56	2.82
5. English	27	22	4	11	30	26	7	3.29	2.56
6. HPE	28	4	4	36	21	25	11	3.04	2.93
7. Home Ec	15	20	7	27	20	27	-	2.83	2.27
8. Ind Ed	12	25	8	25	17	25	-	2.77	2.08
9. Fgn Lang	7	43	-	-	14	43	-	3.75	2.14
10. LEM	7	29	-	-	71	-	-	3.00	2.14
11. Math	11	27	-	27	27	18	-	2.88	2.09
12. Sciences	13	69	8	-	8	15	-	3.00	.92
13. Music	18	22	-	-	33	33	11	3.71	2.89
14. Soc Sci	12	42	8	8	25	8	8	3.00	1.75
15. EMR	56	23	4	9	38	18	9	3.24	2.50
16. H.I.	15	27	-	20	20	7	27	3.55	2.60
17. LBD/Elem	124	17	-	14	38	22	10	3.33	2.77
18. Sph&HrTh	30	33	-	20	23	20	3	3.10	2.07
Total	532	23	2	14	31	21	10	3.29	2.55
Teaching Field									
1. Elem	117	20	3	11	28	21	18	3.48	2.81
2. Sec Ed	69	38	4	9	23	22	4	3.21	2.00
3. Spec Ed	225	21	1	14	35	20	9	3.28	2.58
4. Specialize	120	21	2	18	30	26	4	3.16	2.51
Teaching Location									
1. Rural	233	23	2	13	26	25	11	3.39	2.61
2. Suburban	238	25	3	13	35	18	7	3.18	2.39
3. Urban	53	15	-	21	32	17	15	3.31	2.81
Yrs. Taught?									
1. 1	93	10	1	11	30	33	15	3.56	3.22
2. 2	118	25	3	9	27	20	17	3.40	2.65
3. 3	103	21	1	12	39	24	3	3.21	2.52
4. 4	96	35	1	18	28	14	4	3.03	1.96
5. 5	117	24	3	17	30	17	9	3.16	2.38

*Means with "O's" (not required in my program) omitted.

SECTION B: Courses and Experiences

Item 1B. Educational Psychology (EDFI 302)

		Responses (In Percents)						
		1 = Of No Value				5 = Highly Valuable		
Major	N	0	1	2	3	4	5	* Mean
1. Art	11	-	-	9	55	36	-	3.27
2. Business	24	-	-	17	33	33	17	3.50
3. Dist Ed	12	-	-	42	17	25	17	3.17
4. Elem	118	1	3	8	42	38	9	3.42 3.40
5. English	27	-	-	22	33	22	22	3.44
6. HPE	30	-	-	17	40	37	7	3.33
7. Home Ec	15	7	13	20	27	20	13	3.00 2.80
8. Ind Ed	12	-	-	25	33	33	8	3.25
9. Fgn Lang	8	-	-	25	-	50	25	3.75
10. LEM	7	-	-	-	43	43	14	3.71
11. Math	11	-	-	27	73	-	-	2.73
12. Sciences	14	-	-	14	43	36	7	3.36
13. Music	18	-	6	11	44	22	17	3.33
14. Soc Sci	12	-	-	17	33	42	8	3.42
15. EMR	56	-	2	13	21	50	14	3.63
16. H.I.	16	-	-	6	31	50	13	3.69
17. LBD/Elem	126	-	4	8	33	44	11	3.51
18. Sph&HrTh	30	-	7	17	33	37	7	3.20
Total	547	0	3	13	35	38	11	3.42 3.41
Teaching Field								
1. Elem	124	1	2	9	43	37	8	3.42 3.37
2. Sec Ed	71	-	-	20	38	28	14	3.37
3. Spec Ed	228	-	4	11	29	45	11	3.50
4. Specialize	123	1	2	17	36	32	12	3.36 3.32
Teaching Location								
1. Rural	240	0	4	14	33	38	11	3.37 3.36
2. Suburban	244	0	1	13	37	39	10	3.44
3. Urban	55	-	4	11	36	35	15	3.45
Yrs. Taught?								
1. 1	94	-	-	7	43	37	13	3.55
2. 2	120	-	3	16	25	40	17	3.53
3. 3	105	1	2	11	37	37	12	3.47 3.45
4. 4	101	1	1	14	38	37	10	3.41 3.38
5. 5	122	-	7	16	35	39	4	3.18

*Means with "0's" (not required in my program) omitted.

SECTION B: Courses and Experiences

Item 1C. Methods course (or methods sequence if elementary, special education or foreign language) Examples are: Secondary Methods; Math and Science Methods; and other "How to Courses"

		Responses (In Percents)							
		1 = Of No Value				5 = Highly Valuable			
Major	N	0	1	2	3	4	5	*	Mean
1. Art	11	9	-	-	36	18	36	4.00	3.64
2. Business	24	4	-	8	13	38	38	409	3.92
3. Dist Ed	12	-	-	-	50	42	8		3.58
4. Elem	121	-	-	3	12	28	56		4.37
5. English	27	7	4	15	26	30	19	3.[illegible]	3.22
6. HPE	28	14	-	-	18	39	29	4.[illegible]	3.54
7. Home Ec	15	-	-	7	33	60	-		3.53
8. Ind Ed	12	25	-	-	33	25	17	3.78	2.83
9. Fgn Lang	8	-	13	13	-	38	38		3.75
10. LEM	7	29	-	-	-	29	43	4.60	3.29
11. Math	11	-	-	27	27	27	18		3.36
12. Sciences	14	-	7	7	21	36	29		3.71
13. Music	17	6	-	-	-	29	65	4.69	4.41
14. Soc Sci	12	-	-	-	8	42	50		4.42
15. EMR	55	4	2	7	9	31	47	4.19	4.04
16. H.I.	15	-	-	-	20	20	60		4.40
17. LBD/Elem	125	-	1	3	12	36	48		4.27
18. Sph&HrTh	29	41	3	3	10	28	14	3.76	2.21
Total	543	5	.1	5	15	33	41	4.14	3.93
Teaching Field									
1. Elem	125	-	-	4	12	28	56		4.36
2. Sec Ed	71	3	4	11	20	34	28	3.72	3.62
3. Spec Ed	224	6	1	4	12	33	44	423	3.95
4. Specialize	122	10	-	3	21	37	30	403	3.64
Teaching Location									
1. Rural	238	6	1	3	15	32	43	421	3.95
2. Suburban	243	5	1	6	14	35	40	412	3.93
3. Urban	54	6	2	6	19	33	35	4.00	3.78
Yrs. Taught?									
1. 1	94	4	-	3	11	30	53	437	4.18
2. 2	121	6	3	4	17	26	46	4.11	3.90
3. 3	103	5	1	6	14	37	38	4.10	3.90
4. 4	100	2	1	3	19	43	32	404	3.96
5. 5	120	8	-	7	15	29	41	4.14	3.79

*Means with "0's" (not required in my program) omitted.

SECTION B: Courses and Experiences

Item 1D. Reading in the Content Area (EDCI 360)

Major	N	Responses (In Percents)							
			1 = Of No Value			5 = Highly Valuable			
		0	1	2	3	4	5	x̄	Mean
1. Art	11	82	-	-	18	-	-	3.00	.55
2. Business	24	58	-	13	17	13	-	3.00	1.25
3. Dist Ed	11	64	-	-	18	9	9	3.95	1.36
4. Elem	113	35	1	2	14	29	19	3.97	2.57
5. English	27	7	7	15	33	22	15	3.24	3.00
6. HPE	25	68	-	4	28	-	-	2.88	.92
7. Home Ec	15	73	-	-	13	-	13	4.00	1.07
8. Ind Ed	12	67	-	-	8	25	-	3.75	1.25
9. Fgn Lang	8	75	-	-	-	-	25	5.00	1.25
10. LEM	7	57	-	-	14	14	14	4.00	1.71
11. Math	11	64	18	9	9	-	-	1.75	.64
12. Sciences	13	92	-	8	-	-	-	2.00	.15
13. Music	18	94	-	6	-	-	-	2.00	.11
14. Soc Sci	12	25	-	8	8	25	33	4.11	3.08
15. EMR	50	46	-	4	20	26	4	3.56	1.92
16. H.I.	16	25	-	13	19	25	19	3.50	2.75
17. LBD/Elem	117	25	-	3	18	34	20	3.93	2.96
18. Sph&HrTh	29	66	-	3	21	3	7	3.40	1.17
Total	519	45	1	4	17	21	13	3.75	2.05
Teaching Field									
1. Elem	118	36	1	2	14	29	18	3.96	2.52
2. Sec Ed	70	43	6	10	16	11	14	3.33	1.90
3. Spec Ed	212	35	-	4	19	27	14	3.81	2.47
4. Specialize	118	71	-	4	14	7	3	3.32	.96
Teaching Location									
1. Rural	226	49	-	4	17	19	11	3.97	1.90
2. Suburban	233	41	2	5	17	22	13	3.64	2.15
3. Urban	52	42	-	4	15	25	14	3.83	2.21
Yrs. Taught?									
1. 1	89	42	6	7	15	20	11	3.42	2.00
2. 2	115	45	-	7	16	23	10	3.60	1.99
3. 3	95	43	-	4	18	23	12	3.74	2.13
4. 4	98	51	-	3	15	16	14	3.85	1.89
5. 5	117	44	-	2	17	21	16	3.96	2.21

*Means with "0's" (not required in my program) omitted.

SECTION B: Courses and Experiences

Item 1E. Educational Media (LEM 301)

Major	N	Responses (In Percents)							
		1 = Of No Value			5 = Highly Valuable				
	N	0	1	2	3	4	5	*	Mean
1. Art	11	55	-	9	9	18	9	360	1.64
2. Business	23	70	-	-	13	9	9	319	1.17
3. Dist Ed	12	42	-	8	8	25	17	380	2.25
4. Elem	116	39	3	12	16	17	14	344	2.11
5. English	27	52	-	11	22	15	-	3.08	1.48
6. HPE	25	64	-	8	16	12	-	311	1.12
7. Home Ec	15	33	-	-	7	27	33	4.40	2.93
8. Ind Ed	12	75	-	-	17	8	-	3.33	.83
9. Fgn Lang	8	75	13	-	-	-	13	3.00	.75
10. LEM	7	57	-	-	-	-	43	5.00	2.14
11. Math	11	55	18	-	18	9	-	2.40	1.09
12. Sciences	13	69	-	8	8	8	8	3.50	1.08
13. Music	18	94	-	-	-	6	-	4.00	.22
14. Soc Sci	12	33	8	17	8	17	17	3.25	2.17
15. EMR	53	38	4	13	17	19	9	327	2.04
16. H.I.	16	38	-	13	31	19	-	3.10	1.94
17. LBD/Elem	117	52	1	6	16	15	9	3.54	1.70
18. Sph&HrTh	30	83	-	3	10	3	-	3.00	.50
Total	526	52	2	8	14	14	9	3.42	1.65

Teaching Field	N	0	1	2	3	4	5	*	Mean
1. Elem	121	40	3	12	15	17	13	341	2.07
2. Sec Ed	70	56	6	9	14	10	6	303	1.34
3. Spec Ed	216	52	1	8	17	15	7	340	1.63
4. Specialize	118	63	-	3	10	14	11	385	1.45

Teaching Location	N	0	1	2	3	4	5	*	Mean
1. Rural	231	60	1	4	16	11	8	353	1.41
2. Suburban	235	47	2	12	12	17	11	343	1.81
3. Urban	52	44	-	12	21	15	8	354	1.87

Yrs. Taught?	N	0	1	2	3	4	5	*	Mean
1. 1	89	32	8	23	23	8	8	[illegible]	1.91
2. 2	116	56	1	5	12	16	10	[illegible]	1.62
3. 3	98	60	1	5	8	16	9	369	1.47
4. 4	99	55	1	4	13	16	11	371	1.60
5. 5	119	55	-	4	18	18	8	3.63	1.64

*Means with "0's" (not required in my program) omitted.

SECTION B: Courses and Experiences

Item 1F. Exceptional Child in Regular Classroom (EDSE 311)

		Responses (In Percents)							
			1 = Of No Value			5 = Highly Valuable			
Major	N	0	1	2	3	4	5	*	Mean
1. Art	10	80	-	-	20	-	-	3.00	.60
2. Business	24	67	-	4	21	8	-	3.18	1.02
3. Dist Ed	12	75	-	-	8	17	-	3.67	.92
4. Elem	112	41	3	10	18	20	9	3.38	1.99
5. English	26	58	-	12	15	12	4	3.18	1.35
6. HPE	21	67	-	5	14	14	-	3.29	1.10
7. Home Ec	15	73	-	-	13	13	-	3.50	.93
8. Ind Ed	12	92	-	-	-	8	-	4.00	.33
9. Fgn Lang	8	88	-	-	13	-	-	3.00	.38
10. LEM	7	71	-	-	-	29	-	4.00	1.14
11. Math	11	64	9	9	18	-	-	2.25	.82
12. Sciences	14	93	-	-	7	-	-	3.00	.21
13. Music	18	94	-	-	6	-	-	3.00	.17
14. Soc Sci	12	83	-	-	8	-	8	4.00	.67
15. EMR	51	35	2	2	16	26	20	3.91	2.53
16. H.I.	16	25	-	13	6	31	25	3.75	2.94
17. LBD/Elem	119	25	2	5	17	27	24	3.90	2.92
18. Sph&HrTh	30	40	-	3	13	23	20	4.00	2.40
Total	518	49	1	5	15	18	12	3.69	1.87
Teaching Field									
1. Elem	116	41	3	10	18	20	9	3.36	1.98
2. Sec Ed	70	73	1	6	13	4	3	3.05	.83
3. Spec Ed	216	29	1	5	16	26	23	3.92	2.77
4. Specialize	115	78	-	2	10	10	-	3.38	.73
Teaching Location									
1. Rural	230	56	0	4	14	18	8	3.68	1.63
2. Suburban	231	46	2	6	15	17	14	3.63	1.97
3. Urban	49	33	4	4	18	27	14	3.64	2.45
Yrs. Taught?									
1. 1	87	25	5	12	28	22	9	3.20	2.44
2. 2	118	50	1	3	12	22	12	3.81	1.91
3. 3	92	61	-	7	13	11	9	3.56	1.39
4. 4	98	55	1	3	12	17	11	3.77	1.69
5. 5	118	51	-	3	12	18	17	3.97	1.97

*Means with "O's" (not required in my program) omitted.

SECTION B: Courses and Experiences

Item 1G. Adaptive Physical Education (PEP 433)

		Responses (In Percents)							
			1 = Of No Value			5 = Highly Valuable			
Major	N	0	1	2	3	4	5	*	Mean
1. Art	10	90	-	-	-	10	-	4.00	.40
2. Business	24	92	-	4	-	4	-	3.00	.25
3. Dist Ed	11	91	-	-	9	-	-	3.00	.27
4. Elem	113	49	5	7	25	12	3	3.09	1.53
5. English	23	83	4	4	4	4	-	2.50	.43
6. HPE	29	7	-	10	17	28	38	4.09	3.72
7. Home Ec	14	79	-	-	14	7	-	3.33	.71
8. Ind Ed	12	83	-	-	-	17	-	4.00	.67
9. Fgn Lang	8	100	-	-	-	-	-		.00
10. LEM	6	100	-	-	-	-	-		.00
11. Math	11	100	-	-	-	-	-		.00
12. Sciences	14	93	-	-	-	7	-	4.00	.29
13. Music	17	88	-	-	12	-	-	3.00	.35
14. Soc Sci	11	100	-	-	-	-	-		.00
15. EMR	56	5	2	21	14	34	23	3.58	3.39
16. H.I.	16	-	6	6	13	63	13		3.69
17. LBD/Elem	124	30	6	13	23	21	7	3.16	2.22
18. Sph&HrTh	28	93	-	4	-	4	-	3.00	.21
Total	527	51	3	8	15	16	7	3.33	1.64

Teaching Field	N	0	1	2	3	4	5	*	Mean
1. Elem	118	48	5	7	24	11	6	3.11	1.64
2. Sec Ed	66	92	2	2	2	3	-	2.80	.21
3. Spec Ed	224	30	4	13	18	25	11	3.37	2.36
4. Specialize	118	72	-	3	8	11	6	3.70	1.03

Teaching Location	N	0	1	2	3	4	5	*	Mean
1. Rural	229	59	4	8	12	12	4	3.20	1.26
2. Suburban	238	48	2	7	19	17	8	3.40	1.79
3. Urban	53	30	4	15	9	28	13	3.46	2.42

Yrs. Taught?	N	0	1	2	3	4	5	*	Mean
1. 1	91	53	1	6	15	21	4	3.47	1.64
2. 2	116	55	5	9	14	11	6	3.10	1.39
3. 3	98	52	3	5	14	16	9	3.49	1.67
4. 4	99	46	2	13	13	19	7	3.30	1.80
5. 5	118	50	3	8	18	14	8	3.30	1.64

*Means with "0's" (not required in my program) omitted.

SECTION B: Courses and Experiences

Item 1H. Assessment and Evaluation in Education (Tests & Measurements) (EDFI 402)

Note

Major	N	Responses (In Percents)							
			1 = Of No Value				5 = Highly Valu[illegible]le		
		0	1	2	3	4	5	*	Mean
1. Art	10	10	-	50	20	10	10	2.78	2.50
2. Business	24	-	8	13	33	33	13		3.29
3. Dist Ed	12	8	17	8	42	8	17	3.00	2.75
4. Elem	121	2	12	16	30	30	11	3.11	3.06
5. English	27	4	15	11	44	19	7	2.92	2.81
6. HPE (PEP 402)	30	13	-	10	17	37	23	3.85	3.33
7. Home Ec	15	7	7	27	20	27	13	3.14	2.93
8. Ind Ed	12	8	25	-	42	25	-	2.73	2.50
9. Fgn Lang	8	-	13	13	25	50	-		3.13
10. LEM	7	14	-	14	43	14	14	3.33	2.86
11. Math	11	-	-	18	18	55	9		3.55
12. Sciences	13	-	8	8	54	31	-		3.08
13. Music	18	6	39	33	6	17	-	2.00	1.89
14. Soc Sci	11	-	9	9	36	27	18		3.36
15. EMR	55	4	6	11	33	27	20	3.47	3.35
16. H.I.	16	-	13	31	44	13	-		2.56
17. LBD/Elem	120	3	8	13	38	25	13	3.22	3.16
18. Sph&HrTh	29	3	14	10	45	17	10	3.00	2.90
Total	536	4	10	16	34	25	11	3.11	2.99
Teaching Field									
1. Elem	125	2	13	15	30	29	10	3.09	3.02
2. Sec Ed	69	1	10	12	38	32	7	3.16	3.10
3. Spec Ed	220	3	8	14	38	23	14	3.21	3.11
4. Specialize	121	9	12	22	26	22	9	2.93	2.66
Teaching Location									
1. Rural	236	4	9	17	34	25	10	3.11	2.97
2. Suburban	239	3	11	15	33	16	12	3.04	3.04
3. Urban	53	6	13	15	32	26	8	3.00	2.83
Yrs. Taught?									
1. 1	92	2	11	17	30	27	12	3.12	3.05
2. 2	119	2	12	12	32	27	16	3.24	3.18
3. 3	101	5	11	15	37	24	9	3.05	2.90
4. 4	100	6	9	19	34	23	9	3.04	2.86
5. 5	119	5	9	16	35	25	9	3.10	2.94

*Means with "0's" (not required in my program) omitted.

SECTION B: Courses and Experiences

Item 1J. Education in a Pluralistic Society (EDFI 408)

		Responses (In Percents)							
		1 = Of No Value				5 = Highly Valuable			
Major	N	0	1	2	3	4	5	*	Mean
1. Art	10	10	10	20	20	20	20	3.22	2.90
2. Business	23	9	26	17	30	17	-	2.43	2.22
3. Dist Ed	11	18	18	36	18	9	-	2.22	1.82
4. Elem	114	8	15	27	33	12	5	2.63	2.42
5. English	27	4	26	37	22	11	-	2.19	2.11
6. HPE	27	11	30	15	33	4	7	2.38	2.11
7. Home Ec	14	36	21	7	29	7	-	2.33	1.50
8. Ind Ed	11	9	36	-	27	18	9	2.60	2.36
9. Fgn Lang	8	13	25	13	-	38	13	2.86	2.63
10. LEM	7	14	-	43	-	43	-	3.00	2.57
11. Math	11	-	18	73	-	9	-		2.00
12. Sciences	13	8	31	15	23	15	8	2.53	2.31
13. Music	15	7	33	27	7	13	13	2.43	2.27
14. Soc Sci	12	-	33	17	17	25	8		2.58
15. EMR	53	2	28	30	26	8	6	2.31	2.26
16. H.I.	16	13	31	19	38	-	-	2.07	1.82
17. LBD/Elem	119	5	19	32	24	17	3	2.51	2.38
18. Sph&HrTh	27	26	30	15	15	11	4	2.25	1.67
Total	518	9	22	26	25	13	5	2.48	2.26
Teaching Field									
1. Elem	119	8	16	27	32	12	6	2.62	2.42
2. Sec Ed	70	4	27	31	16	17	4	2.37	2.27
3. Spec Ed	215	7	24	28	24	13	4	2.41	2.22
4. Specialize	113	14	24	20	23	14	5	2.50	2.15
Teaching Location									
1. Rural	230	10	19	29	22	14	6	2.55	2.30
2. Suburban	229	8	24	25	28	13	3	2.42	2.24
3. Urban	52	8	33	27	19	10	4	2.19	2.02
Yrs. Taught?									
1. 1	86	1	23	27	28	9	12	2.58	2.56
2. 2	118	6	26	25	24	16	3	2.42	2.25
3. 3	99	1	22	28	25	16	7	2.57	2.55
4. 4	97	9	21	26	28	16	1	2.47	2.23
5. 5	113	21	20	27	20	9	3	2.32	1.83

*Means with "0's" (not required in my program) omitted.

SECTION B: Courses and Experiences

Item 1K. Organization and Administration of Education in American Society (EDAS 409)

		Responses (In Percents)							
			1 = Of No Value				5 = Highly Valuable		
Major	N	0	1	2	3	4	5	*	Mean
1. Art	10	10	-	20	-	50	20	3.78	3.40
2. Business	24	13	-	13	25	29	21	3.67	3.21
3. Dist Ed	12	-	8	33	25	25	8		2.92
4. Elem	117	5	4	11	31	27	21	3.53	3.35
5. English	27	-	11	33	26	19	11		2.85
6. HPE	27	4	-	22	37	19	19	3.35	3.22
7. Home Ec	15	40	-	13	33	7	7	3.11	1.87
8. Ind Ed	12	-	17	-	25	25	33		3.58
9. Fgn Lang	8	13	25	-	-	50	13	3.29	2.88
10. LEM	7	14	14	14	14	14	29	3.33	2.86
11. Math	11	-	9	9	18	55	9		3.45
12. Sciences	14	7	-	21	36	21	14	3.31	3.07
13. Music	18	11	-	17	22	11	39	3.81	3.39
14. Soc Sci	12	8	-	8	33	25	25	3.73	3.42
15. EMR	56	2	7	16	39	23	13	3.18	3.13
16. H.I.	16	6	13	13	63	6	-	2.67	2.50
17. LBD/Elem	121	8	6	17	32	23	14	3.24	2.98
18. Sph&HrTh	30	10	13	23	23	17	13	2.93	2.63
Total	537	7	6	16	31	24	17	3.32	3.08
Teaching Field									
1. Elem	122	5	4	13	30	27	21	3.50	3.34
2. Sec Ed	71	4	9	18	25	30	14	3.24	3.10
3. Spec Ed	223	7	8	17	35	21	13	3.15	2.94
4. Specialize	120	12	3	16	26	22	22	3.48	3.08
Teaching Location									
1. Rural	233	9	4	17	28	27	15	3.35	3.06
2. Suburban	244	7	7	14	32	22	18	3.33	3.09
3. Urban	53	4	9	21	30	19	17	3.14	3.02
Yrs. Taught?									
1. 1	90	1	6	14	24	23	31	3.61	3.57
2. 2	120	3	8	11	32	26	21	3.41	3.32
3. 3	101	7	3	13	33	27	18	3.45	3.23
4. 4	100	9	7	23	35	18	8	2.95	2.70
5. 5	121	13	6	20	29	24	8	3.12	2.69

*Means with "0's" (not required in my program) omitted.

SECTION B: Courses and Experiences

Item 11. Student Teaching

Major	N	0	1	2	3	4	5	Mean
		Responses (In Percents)						
		1 = Of No Value				5 = Highly Valuable		
1. Art	11	-	-	-	-	18	82	4.82
2. Business	24	-	-	4	8	17	71	4.54
3. Dist Ed	11	-	-	-	-	9	91	4.91
4. Elem	121	-	-	-	3	9	88	4.86
5. English	27	-	-	-	-	11	89	4.89
6. HPE	30	-	-	-	-	10	90	4.90
7. Home Ec	15	-	-	-	-	20	80	4.80
8. Ind Ed	12	-	-	-	8	42	50	4.42
9. Fgn Lang	8	-	-	-	-	13	88	4.88
10. LEM	7	-	-	-	-	-	100	5.00
11. Math	11	-	-	-	18	9	73	4.55
12. Sciences	14	-	-	-	7	36	57	4.50
13. Music	18	-	-	-	6	11	83	4.77
14. Soc Sci	12	-	-	-	8	8	83	4.75
15. EMR	58	-	-	-	-	9	91	4.91
16. H.I.	15	-	-	-	-	13	87	4.87
17. LBD/Elem	126	-	-	-	3	14	83	4.79
18. Sph&HrTh	30	-	-	3	10	17	70	4.53
Total	550	-	-	0	3	13	83	4.79
Teaching Field								
1. Elem	127	-	-	-	2	9	88	4.86
2. Sec Ed	71	-	-	-	6	16	79	4.73
3. Spec Ed	229	-	-	0	3	13	83	4.79
4. Specialize	122	-	-	1	3	16	80	4.75
Teaching Location								
1. Rural	241	-	-	0	4	15	81	4.76
2. Suburban	246	-	-	0	2	11	87	4.84
3. Urban	55	-	-	-	6	15	80	4.75
Yrs. Taught?								
1. 1	94	-	-	1	1	14	84	4.82
2. 2	120	-	-	-	3	12	86	4.83
3. 3	105	-	-	1	6	13	80	4.73
4. 4	103	-	-	-	2	10	88	4.86
5. 5	123	-	-	-	3	17	80	4.76

*Means with "0's" (not required in my program) omitted.

SECTION B: Courses and Experiences

Item 1M. Student Teaching Seminars

		Responses (In Percents)							
			1 = Of No Value				5 = Highly Valuable		
Major	N	0	1	2	3	4	5	*	Mean
1. Art	11	9	-	18	36	36	-	3.20	2.91
2. Business	24	8	8	13	25	33	13	3.32	3.04
3. Dist Ed	11	9	9	18	18	36	9	3.20	2.91
4. Elem	120	4	8	9	28	32	19	3.46	3.33
5. English	26	23	4	8	12	31	23	3.80	2.92
6. HPE	28	4	-	14	32	29	21	3.59	3.46
7. Home Ec	15	7	-	7	40	47	-	3.43	3.20
8. Ind Ed	12	8	8	8	42	25	8	3.18	2.92
9. Fgn Lang	8	13	-	-	25	38	25	4.00	3.50
10. LEM	7	-	14	29	29	29	-		2.71
11. Math	11	9	18	55	9	9	-	2.10	1.91
12. Sciences	14	14	14	14	43	14	-	2.67	2.29
13. Music	18	6	6	17	50	17	6	3.00	2.83
14. Soc Sci	11	18	9	9	27	27	9	3.22	2.64
15. EMR	57	4	5	26	19	28	18	3.29	3.16
16. H.I.	15	7	13	20	27	13	20	3.07	2.87
17. LBD/Elem	123	3	7	18	31	32	10	3.19	3.11
18. Sph&HrTh	30	13	7	7	13	43	17	3.65	3.17
Total	541	7	7	15	28	30	14	3.31	3.09
Teaching Field									
1. Elem	125	4	7	10	27	32	20	3.49	3.36
2. Sec Ed	69	17	9	16	22	25	12	3.18	2.62
3. Spec Ed	225	5	7	19	25	32	13	3.26	3.11
4. Specialize	121	7	5	14	36	30	9	3.25	3.04
Teaching Location									
1. Rural	236	7	4	16	31	31	11	3.32	3.08
2. Suburban	244	7	9	13	26	30	15	3.32	3.08
3. Urban	53	4	8	23	19	30	17	3.27	3.15
Yrs. Taught?									
1. 1	92	7	5	19	26	26	17	3.46	3.12
2. 2	117	9	6	16	21	38	11	[illegible]	3.06
3. 3	102	4	7	21	30	25	14	[illegible]	3.06
4. 4	103	10	9	13	29	27	13	[illegible]	2.93
5. 5	122	3	7	10	33	33	15	3.39	3.30

*Means with "0's" (not required in my program) omitted.

SECTION B: Courses and Experiences

Item 1N. Field Experiences Related to EDCI/FI 202 or other such courses (see "A" above)

		Responses (In Percents)							
			1 = Of No Value			5 = Highly Valuable			
Major	N	0	1	2	3	4	5	*	Mean
1. Art	10	20	-	-	20	30	30	4.13	3.30
2. Business	24	29	4	17	17	21	13	3.29	2.33
3. Dist Ed	11	64	-	-	9	9	18	4.25	1.55
4. Elem	114	24	1	4	16	28	28	4.01	3.08
5. English	26	19	4	8	19	27	23	3.71	3.00
6. HPE	28	4	-	-	11	39	46	4.37	4.21
7. Home Ec	14	-	-	7	14	57	21		3.93
8. Ind Ed	12	17	8	8	25	25	17	3.40	2.83
9. Fgn Lang	8	25	-	-	-	63	13	4.17	3.13
10. LEM	7	43	-	-	14	43	-	3.75	2.14
11. Math	11	46	-	9	18	27	-	3.33	1.82
12. Sciences	14	50	14	7	7	7	14	3.00	1.50
13. Music	17	29	-	-	18	29	24	4.08	2.88
14. Soc Sci	12	42	-	-	8	33	17	4.14	2.42
15. EMR	56	13	2	4	13	38	32	4.08	3.57
16. H.I.	16	19	-	13	6	6	56	4.31	3.50
17. LBD/Elem	120	16	2	5	15	37	26	3.95	3.33
18. Sph&HrTh	28	32	4	4	25	25	11	3.53	2.39
Total	528	22	2	5	15	31	25	3.92	3.07
Teaching Field									
1. Elem	119	23	1	3	15	27	31	4.09	3.16
2. Sec Ed	70	34	4	6	13	29	14	3.65	2.40
3. Spec Ed	220	17	2	5	15	34	27	3.96	3.28
4. Specialize	118	23	2	5	16	32	22	3.88	2.99
Teaching Location									
1. Rural	233	23	3	6	17	26	25	3.83	2.94
2. Suburban	236	23	1	4	12	33	27	4.07	3.11
3. Urban	51	14	-	2	20	41	24	4.00	3.45
Yrs. Taught?									
1. 1	88	10	-	8	16	43	23	3.90	3.50
2. 2	119	29	3	3	11	30	24	3.95	2.84
3. 3	101	20	1	7	18	31	24	3.86	3.10
4. 4	95	27	3	4	14	26	25	3.91	2.84
5. 5	120	21	2	3	17	27	31	4.03	3.19

*Means with "O's" (not required in my program) omitted.

SECTION B: Courses and Experiences

Item 10. All other field experience you may have taken, such as MEP, Methods Observations, MUEd 340, etc. If possible, list the experience(s) you are rating

		Responses (In Percents)							
		1 = Of No Value				5 = Highly Valuable			
Major	N	0	1	2	3	4	5	*	Mean
1. Art	10	40	-	-	-	40	20	4.33	2.60
2. Business	22	36	9	5	14	18	18	3.50	2.23
3. Dist Ed	11	91	-	-	-	9	-	4.00	.36
4. Elem	112	8	-	1	10	19	63	4.54	4.19
5. English	25	44	-	-	16	16	24	4.14	2.32
6. HPE	26	12	-	-	19	23	46	4.30	3.81
7. Home Ec	13	46	-	-	-	31	23	4.43	2.38
8. Ind Ed	11	18	-	-	46	27	9	3.54	2.91
9. Fgn Lang	8	63	-	-	13	13	13	4.09	1.50
10. LEM	7	57	-	-	-	14	29	4.67	2.00
11. Math	11	55	-	9	18	18	-	3.20	1.45
12. Sciences	13	62	-	8	8	8	15	3.80	1.46
13. Music	18	6	-	-	11	39	44	4.35	4.11
14. Soc Sci	11	55	-	-	9	18	18	4.20	1.91
15. EMR	56	2	-	5	7	23	63	4.45	4.38
16. H.I.	16	-	-	6	13	13	69		4.44
17. LBD/Elem	123	3	2	3	8	19	65	4.47	4.33
18. Sph&HrTh	28	18	-	7	18	29	29	3.96	3.25
Total	521	18	1	3	11	21	47	4.33	3.58

Teaching Field

Teaching Field	N	0	1	2	3	4	5	*	Mean
1. Elem	116	8	-	1	10	18	64	4.57	4.22
2. Sec Ed	67	54	-	3	13	15	15	3.90	1.81
3. Spec Ed	223	5	1	5	10	21	60	4.39	4.20
4. Specialize	114	33	2	1	12	26	25	4.09	2.73

Teaching Location

Teaching Location	N	0	1	2	3	4	5	*	Mean
1. Rural	228	19	1	4	10	22	45	4.30	3.50
2. Suburban	235	17	0	2	12	18	50	4.41	3.63
3. Urban	51	18	2	2	8	29	41	4.29	3.53

Yrs. Taught?

Yrs. Taught?	N	0	1	2	3	4	5	*	Mean
1. 1	86	14	1	4	9	24	48	4.32	3.72
2. 2	113	19	2	3	10	21	46	4.32	3.51
3. 3	97	20	-	3	14	19	44	4.29	3.45
4. 4	101	25	1	1	11	18	45	4.38	3.30
5. 5	119	13	-	3	9	20	54	4.44	3.84

*Means with "0's" (not required in my program) omitted.

Section C

General Evaluations of Major and Professional Components

The second part of Section B of the questionnaire (page 3) presented six questions or statements which asked the teachers evaluatively to respond to (1) how well BGSU gave them an adequate early orientation to the field of education, (2) number, relevancy, and content of courses required in their major, and (3) number and relevancy of the courses in their professional component.

The following page of data presents the teachers' responses to Item 2A (Did BGSU give you adequate early orientation to the field of education?). For the total group of 546 teachers, 43% disagreed (6+37) and 45% (37+8) agreed with the statement. However, for the first-year teachers, 33% disagreed and 57% agreed -- also, the means for teachers with fewer years of experience tended to be higher than teachers with more years. This is probably a quasi-positive reflection on the "Early Orientation Courses" that the college instituted and started requiring around 1980. The teachers in the present sample who have five years of teaching experience probably started college in 1975 or 1976 and perhaps were not required to take such an orientation course. Those teachers who have only one year of teaching experience probably started college in 1979 or 1980 and had a much greater probability of having taken the orientation course. Nevertheless, if all these first year teacher had taken the course (which we do not know), for 33% of them to disagree with the statement regarding adequate orientation seems to

SECTION B: Courses and Experiences

Item 2A. BGSU gave me very early in my studies an adequate orientation to teacher education, e.g., career options, employment potential, working conditions and expectations, salaries, etc.

Major	N	Responses (In Percents) 1 Strongly Disagree	2 Disagree	3 No Opinion	4 Agree	5 Strongly Agree	Mean
1. Art	11	-	55	27	18	-	2.64
2. Business	24	-	42	25	29	4	2.96
3. Dist Ed	12	8	33	17	42	-	2.92
4. Elem	120	5	35	13	37	10	3.12
5. English	27	7	19	19	44	11	3.33
6. HPE	30	7	27	17	33	17	3.27
7. Home Ec	15	13	53	13	20	-	2.40
8. Ind Ed	12	25	8	17	50	-	2.92
9. Fgn Lang	8	-	25	38	25	13	3.25
10. LEM	7	-	43	14	27	14	3.14
11. Math	11	18	36	18	27	-	2.55
12. Sciences	14	21	43	7	29	-	2.43
13. Music	18	6	56	6	28	6	2.72
14. Soc Sci	11	9	55	-	27	9	2.73
15. EMR	58	9	35	9	38	10	3.07
16. H.I.	16	-	63	-	31	6	2.81
17. LBD/Elem	122	3	34	6	46	11	3.26
18. Sph&HrTh	30	10	47	10	33	-	2.67
Total	546	6	37	12	37	8	3.04
Teaching Field							
1. Elem	126	6	33	14	35	12	3.14
2. Sec Ed	70	10	33	16	34	7	2.96
3. Spec Ed	226	5	38	7	41	9	3.11
4. Specialize	123	7	41	15	33	4	2.85
Teaching Location							
1. Rural	237	8	37	13	33	9	3.00
2. Suburban	246	6	38	11	38	7	3.03
3. Urban	55	6	27	13	46	9	3.25
Yrs. Taught?							
1. 1	93	3	30	10	43	14	3.34
2. 2	119	8	32	10	44	7	3.10
3. 3	104	6	39	13	39	5	2.98
4. 4	104	10	40	14	31	6	2.83
5. 5	121	6	41	12	30	11	2.98

reflect negatively on the effectiveness of the orientation course formats followed during the early 1980's. It will be interesting to compare the present findings with those from a later teaching sample -- say those who are enrolled in the courses during 1985-87.

The next five items, Items 2B, C, D, E, and F were used on both the present follow-up form (for 1980-85 teachers) and the form used with the 1975-80 teachers. This permits a direct comparison of these two groups of BGSU graduates.

Item 2B was worded as follows:

2B. The number of courses or credits required for my major (non-education courses, such as English courses for English majors, math courses for math majors, HPER non-methods courses for HPER majors; music performance, applied studies, music history and composition courses for music majors, etc.) was:

___ 1. too large or too many
___ 2. too small or too few
___ 3. about right

The first four columns of data on the table presented on the next page relate to this item. Among the findings for Item 2B are:

1. 17% of the 29 HPE teaching graduates thought the number of courses for that major were "too many," 3% believed there were "too few" courses, and 79% thought the number was "about right."

Item 2B, C, and D.

		Responses (In Percents)										
		B. The number of courses or credits required for my major was:				C. The content of the courses covered in "B" above was:				D. The content of the courses covered in in "B" above was:		
Major	N	1*	2*	3*	N	1*	2*	3*	N	1*	2*	3*
1. Art	11	-	9	91	11	46	36	18	11	9	27	64
2. Business	24	4	25	71	24	46	46	8	24	21	13	67
3. Dist Ed	12	-	33	67	12	33	58	8	12	25	8	67
4. Elem	115	12	9	79	115	17	75	8	114	39	6	55
5. English	27	4	22	74	27	30	56	15	27	44	19	37
6. HPE	29	17	3	79	29	24	66	10	28	25	4	71
7. Home Ec	15	7	47	47	15	33	47	20	15	40	13	47
8. Ind Ed	12	8	33	58	11	18	64	18	11	36	18	46
9. Fgn Lang	8	-	13	88	8	50	38	13	8	13	25	63
10. LEM	7	-	14	86	7	86	14	-	7	-	-	100
11. Math	11	9	-	91	11	-	82	18	11	18	36	46
12. Sciences	14	7	14	79	14	36	43	21	13	31	15	54
13. Music	18	11	-	89	18	28	67	6	18	33	17	50
14. Soc Sci	12	-	42	58	12	50	42	8	12	58	17	25
15. EMR	57	7	19	74	57	14	73	12	56	30	13	57
16. H.I.	16	25	-	75	16	38	38	25	16	25	25	50
17. LBD/Elem	126	14	17	70	126	22	68	10	125	39	5	56
18. Sph&HrTh	30	-	20	80	30	40	50	10	30	40	10	50
Total	544	10	16	75	543	26	63	11	538	34	11	55
Teaching Field												
1. Elem	120	13	9	78	120	18	73	9	119	39	6	56
2. Sec Ed	71	4	18	78	71	32	54	14	70	36	21	43
3. Spec Ed	229	11	17	73	229	23	65	12	227	36	9	55
4. Specialize	123	7	20	73	122	36	54	10	121	26	12	62
Teaching Location												
1. Rural	238	7	15	79	237	27	61	12	235	35	10	55
2. Suburban	243	10	17	73	243	27	63	11	241	37	11	53
3. Urban	55	22	15	64	55	15	75	11	54	26	15	59
Yrs. Taught?												
1. 1	93	11	10	80	93	27	66	8	92	24	16	60
2. 2	120	7	19	74	119	29	58	13	119	41	8	50
3. 3	104	5	14	82	104	30	59	12	103	35	10	55
4. 4	102	13	18	70	102	17	72	12	99	33	9	58
5. 5	120	13	18	68	120	28	62	11	120	36	10	54

Code for B:
*1. Too large/too many
*2. too small/too few
*3. about right

Code for C:
*1. very relevant to the needs of the teachers
*2. moderately relevant to the needs of teachers
*3. largely irrelevant to the needs of teachers

Code for D:
*1. too broad and general for the needs of teachers
*2. too narrow and specialized; too indepth
*3. well balanced to provide both the necessary breadth and depth

2. For the total group of 544 1980-85 graduates, 10% thought the number of courses in their majors were "too many," 16% "too few," and 75% "about right"; for the same item four percent of the 699 1975-80 teachers (from a previous report) thought there were "too many," 23% "too few," and 73% "about right."
3. Teachers in urban settings questioned the appropriateness of the number of courses required in their majors to a greater extent than did the rural and suburban teachers.

Item 2C was worded as follows:

2C. The content of the courses covered in "B" above (major) was:

___ 1. very relevant to the needs of the teachers

___ 2. moderately relevant to the needs of teachers

___ 3. largely irrelevant to the needs of teachers

The middle four columns of data on the previous data page relate to Item 2C. A sampling of the findings related to this item are:

1. For the 18 music majors, 28% thought the content of the courses was very relevant to the needs of teachers, 67% thought it was moderately relevant, and 6% (N=1) thought it was largely irrelevant to the needs of teachers.
2. Of the 543 1980-85 teaching graduates who responded to this item, 26% thought the content of their major

courses was very relevant, 63% moderately relevant, and 11% (N=60) thought the content was largely irrelevant to the needs of teachers. The 696 1975-80 graduates gave the content of the courses in their major areas higher ratings than did the 1980-85 teachers: 42% (75-80) vs. 26% (80-85) for "very relevant," and 49% (75-80) vs. 63% (80-85) for "moderately relevant." The two percentages for "largely irrelevant" were quite similar, 9% vs. 11%.

3. Higher proportions of the secondary and specialized graduates responded that the content of their major courses were "very relevant" to the needs of teachers than did the elementary and special education majors.

Item 2D was worded as follows:

2D. The content of the courses covered in "B" above (major) was:

___ 1. too broad and general for the needs of teachers
___ 2. too narrow and specialized; too indepth
___ 3. well balanced to provide both the necessary breadth and depth

The last four columns of data on the aforementioned data page relate to this item. Among the findings relating to Item 2D indicated on this data page are:

1. Of the 11 math graduates, 36% (N=4) thought their math courses were too narrow/specialized or too indepth.

2. 100% of the seven LEM majors thought their content courses were well balanced, providing both the necessary breadth and depth.
3. 58% of the 12 social studies graduates thought their content course were too broad and general for the needs of teachers.
4. The 1980-85 graduates and the 1975-80 graduates gave somewhat similar response to this item: 34% vs. 33% for "too broad"; 11% vs. 17% for "too narrow"; and 55% vs. 50% for "well balanced."
5. 62% of the specialized majors thought their content courses were "well balanced" whereas only 43% of the secondary majors thought the content of their major courses was "well balanced."

Item 2E and 2F relate to an evaluation of the professional (education) components of the various programs. Item 2E was stated as follows:

2E. The number of credits or courses required in the professional component (commonly called "the education courses" -- examples are: the courses listed at the beginning of this Section B (EDFI/CI 202, Ed. Psy, Student Teaching, etc., MUED courses such as 240, 340, 359 and other required education courses for music majors, etc.) was:

___ 1. too large or too many

___ 2. too small or too few

___ 3. about right

The first four columns of data presented on the next page relate to the teachers' responses to this item. Among the findings one can discern within these four columns are:

1. 36% of the 11 math majors thought there were "too many" professional education courses, 64% of them thought the number was "about right."
2. 74% of the 120 elementary majors thought the number of professional education courses was "about right" while only 56% of the 27 English majors responded in this manner.
3. Eight percent more of the 1980-85 graduates than the 1975-80 graduates thought there were too many professional courses (12% of the 80-85 group versus only 4% of the 75-80 group answered "too large or too many." There was also a somewhat smaller percentage of the 1980-85 teachers (69%) who responded "about right" than did the 1975-80 teachers (73%).
4. 75% of the elementary teachers thought the number of professional education courses was "about right"; only 52% of the secondary majors responded in this manner.

Item 2F was stated as follows:

2F. The content and experiences making up the professional component (described in E above) were:

___1. generally well suited to preparation of a teacher
___2. somewhat suited to preparation of a teacher
___3. of very little real contribution to preparation of a teacher

Items 2E and F.

		Responses (In Percents)						
		E. The number of courses or credits required in the professional component was				F. The content and experiences making up the professional component were:		
Major	N	1*	2*	3*	N	1*	2*	3*
1. Arts	11	9	18	73	11	36	36	27
2. Business	24	21	21	58	24	33	54	13
3. Dist Ed	12	33	17	50	12	17	58	25
4. Elem	120	4	22	74	121	55	41	5
5. English	27	33	11	56	27	26	59	15
6. HPE	30	20	7	73	30	40	43	17
7. Home Ec	15	7	20	73	15	27	40	33
8. Ind Ed	12	-	8	92	12	33	50	17
9. Fgn Lang	8	25	25	50	8	25	50	25
10. LEM	7	-	29	71	7	29	71	-
11. Math	11	36	-	64	11	9	73	18
12. Sciences	14	29	29	43	14	7	79	14
13. Music	18	17	33	50	18	44	50	6
14. Soc Sci	12	8	42	50	12	50	50	-
15. EMR	57	5	16	79	57	53	42	5
16. H.I.	16	19	19	63	16	56	38	6
17. LBD/Elem	125	6	18	76	124	50	44	6
18. Sph&HrTh	30	20	27	53	29	28	55	17
Total	549	12	19	69	548	43	47	10
Teaching Field								
1. Elem	126	4	21	75	127	54	40	6
2. Sec Ed	71	28	20	52	71	24	63	13
3. Spec Ed	228	8	19	73	226	48	45	7
4. Specialize	123	16	19	65	123	33	50	17
Teaching Location								
1. Rural	239	11	19	70	239	40	49	11
2. Suburban	247	12	19	69	247	45	45	10
3. Urban	55	16	18	66	54	43	50	7
Yrs. Taught?								
1. 1	94	11	14	76	94	51	45	4
2. 2	120	14	17	69	121	41	47	12
3. 3	105	8	21	71	105	41	46	13
4. 4	102	11	22	67	102	45	50	5
5. 5	123	14	23	63	122	40	47	13

*2E.
*1. too large or too many
*2. too small or too few
*3. about right

*2F.
*1. generally well suited to preparation of a teacher
*2. somewhat suited to preparation of a teacher
*3. of very little real contribution to preparation of a teacher

The last four columns of data presented in the previous table relate to this item. Among the findings are:

1. 55% of the 121 elementary majors and 50% of the 124 LBD/Elementary Education majors thought the content and experience making up the professional component were "generally well suited to the preparation of teachers."
2. Only 10% of the 548 1980-85 graduates, versus 21% of the 696 1975-80 graduates, thought the professional education courses were of very little real contribution to the preparation of a teacher.
3. Again, for the total groups, 43% of the 1980-85 graduates compared to 32% of the 1975-80 teachers thought the professional content and experiences were "well suited to the preparation of teachers."
4. The most negative ratings of the content and experiences of the professional component came from the secondary and specialized majors (13% and 17%, respectively) who marked "of very little real contribution." The elementary and special education majors gave the most positive ratings to these experiences.
5. First year teachers gave somewhat more positive ratings for the professional education content and experiences than did the teachers with more years of experience.

Teachers' Needs and Proficiencies in Selected Competencies--Also, Where These Competencies Were Developed

(This Report is Volume 3 of a 7 Volume Set of
Evaluation Reports Related to Teachers' Appraisals
of Their BGSU Preparation for the Teaching Profession
(Based on 552 1980-85 Graduates)

The other six volumes are:

- Volume 1. Teachers' Summary Evaluations of Their BGSU Programs
- Volume 2. Teachers' Evaluations of Selected BGSU Courses and Experiences
- Volume 4. Teachers' Evaluations of Their BGSU (1) Academic/Career Advising and (2) Instructional Materials
- Volume 5. A Comparison of Teachers' Expectations and On-the-Job Realities for Selected Working Conditions
- Volume 6. The Concerns and Attitudes of Teachers Prepared at BGSU
- Volume 7. Teachers' Narrative Suggestions on How BGSU Can Better Prepare Teachers

PLEASE SAVE FOR FUTURE REFERENCE
If not interested in content,
please return to: Fred L. Pigge,
Room 310, Education Building

Report Prepared for the Faculty of the Program Areas
College of Education and Allied Professions
Bowling Green State University

by

Office of Educational Research & Services
Fred L. Pigge, Director

Summer and Fall, 1986

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Foreword

A companion document entitled "Appraisals of the Performances of Teachers Prepared at Bowling Green State University" (OERS; Summer, 1986; 88 pages) was prepared and distributed to program leaders during the first week of September, 1986. This companion report presents evaluative performance summaries from 627 principals or supervisors of teachers who were prepared at BGSU during 1980-85. The primary purpose of this document was to report how BGSU's "products" were perceived to be performing in the field.

On the other hand, the present volume is one of seven that present summaries of how 552 former BGSU students who had one through five years teaching experience evaluated various segments/courses/ experiences of their BGSU teacher education programs. The titles of the present as well as the other six volumes are listed on the cover page of this report.

It should be noted that Section A is the same for each of the seven volumes. The description of the population, respondents, and the questionnaire, three items that are presented in Section A, permit each volume to stand on its own. "New" non-repeating material begins with Section B of each volume.

Teachers' Needs and Proficiencies in Selected Competencies -- Also, Where These Competencies Were Developed

Overview

The initial section of this report addresses the population, samples, and instrument. The last two sections of this report focus upon (1) Teachers' Perceived Need and Proficiency in Selected Competencies (Section B), and (2) Indications Where the Teachers Developed Their Proficiency for These Competencies (Section C).

Section A

The Questionnaire and Description of the Respondents

Population

The data in Table 1 indicate that for the five years between 1980 and 1984, inclusive, there were 3,422 graduates of BGSU who were qualified to receive State of Ohio Teaching Certificates. As of October, 1984, 1116 (33%) of these graduates were found to be teaching in the State of Ohio. This search, done by the Computer Services Division of the State Department of Education, keyed in on students' social security numbers furnished by BGSU and utilized the October 1984 building principal reports. (Each building principal in the State is required to complete in October a report listing basic data on each of his/her teachers.)

Sample

In April and May, 1985, an eight page evaluative follow-up

Table 1
Number of 1980 Through 1984 Graduates by Major and
Number and Percent Teaching in Ohio as of October, 1984

Major Code	Description	# of Grads 80-84	# 80-84 Grads Teaching in Ohio and Sent Questionnaire	% Working in Ohio
120	American Studies	4	0	0
130 & 135	Art	58	21	36
150,162,165	Business	145	41	28
155	Biology	41	14	34
205	Chemistry	6	3	50
217	Communications	16	6	38
220	Computer Science	11	1	9
225	Distributive Educ	47	17	36
245	Early Childhood	65	13	20
250	Earth Science	9	1	11
270	Elementary Education	810	236	29
274 & 275	P.E.I. (Elem Ed)	51	12	24
280	English	100	33	33
294	Environmental Science	6	1	17
305	French	11	4	36
340	Geography	3	1	33
360	German	7	4	57
405	HPER III	26	3	12
410	HPER II	17	3	18
415	Health	46	5	11
417	PE Plan III	105	32	30
418	PE Plan II	135	23	17
419	PE RH	2	0	0
420	History	25	3	12
440	Home Economics	82	30	37
450	Industrial Education	77	28	36
510	Journalism	11	6	55
540	Library & Ed Media	36	12	33
551 & 550	Math, Computer Sci	95	24	25
591	Music	226	54	24
640	Physics	4	2	50
650	Political Science	7	1	14
670	Psychology	21	2	10
820	Science Comprehensive	19	14	74
840	Social Studies	119	26	22
850	Spanish	22	9	41
852	MSPH/Elem	7	2	29
853	EMR/Elem	93	53	57
854	MSPH/EMR	93	32	34
856	HI/Elem	105	34	32
857	LBD/Elem	412	219	53
858	EMR	37	20	54
859	MSPH	12	3	25
860	Speech	37	4	11
861	LBD	3	1	33
862	Hearing Impaired	2	1	50
863	LBD/EMR/Elem	4	2	50
870	Speech&Hear Therapy	152	60	39
	TOTALS	3422	1116	33%

instrument was mailed to each of these 1116 teachers. A copy of this questionnaire is presented on the next eight pages of this document. The analyses and summaries of the teachers' (past BGSU students') responses to this questionnaire form the basis for the present document.

Respondents

Data in Table 2 reveal that 552 (49%) of the teachers completed the instrument. One reminder to non-respondents was sent approximately three weeks after the initial mailing.

Combining the information presented in Tables 1 and 2 and, as an illustration, for the English majors, it may be observed from Table 1 that there were 100 English graduates between 1980 and 1984 and 33 (33%) of them were found to be teaching in Ohio during October, 1984. However, in Table 2 and for the English area, it may be observed that 49 questionnaires were sent to these teachers. The 49 graduates in the general English area were derived as follows: Communications (6), English (33), Journalism (6), and Speech (4). Similar groupings were done within other major areas, reducing the 48 specific entries in Table 1 to 18 general categories in Table 2. Findings of the teachers' ratings are presented by these 18 general program areas.

In addition, findings are also tabulated and presented by general teaching field (elementary, secondary education, specialized education and special education), by teaching location (rural, suburban, and urban), and by number of years of teaching experience (1 through 5).

4.

Bowling Green State University

College of Education
Office of Research and Services
Suite 310 Education Building
Bowling Green, Ohio 43403
(419) 372-0151, Ext 274
Cable BGSUOH

Spring, 1985

TO: Recent Graduates
College of Education
BGSU

Dear Teacher Graduate:

Faculty and staff in the College of Education often ask ourselves questions like, "Just how well have we prepared our graduates for teaching?" 'How valuable are some of the required courses?" "Are we emphasizing needed competencies?" The purpose of this correspondence is for assistance in helping us arrive at answers to these questions.

Please take a few minutes to give us your honest reactions to the questions posed on the accompanying questionnaire. This questionnaire is being sent to recent BGSU graduates (1980-84) who are teaching in the State of Ohio. After analyzing your responses and summarizing your comments, we will be in a better position than we are now to make plans for improving our teacher education programs.

There are three primary reasons why the College of Education conducts follow-up evaluative endeavors approximately every fourth or fifth year:

1. We desire to know what graduates think of the courses, projects and experiences in which they were required to enroll.
2. The responses, as a total group and by each major, should suggest specific and worthwhile changes and revisions in our curriculums.
3. The Ohio State Department of Education and various regional and national accrediting agencies demand that evaluative follow-up studies of past teacher education graduates be completed at periodic intervals and that the results be utilized to promote better and stronger programs.

Please be assured that your responses will remain anonymous. Only summary tabulations by years of experience, teaching areas, or other groupings will be presented to our faculty and to the accrediting agencies. When your responses have been coded onto computer tape, this questionnaire will be destroyed. Under no circumstances will your responses be known to any of our faculty or used to your betterment or detriment.

We realize this somewhat lengthy form will take several minutes for you to conscientiously complete. In debating whether to use a short form or a longer questionnaire, the faculty concluded that the present form would permit you to give us more valuable information and insights and should thus be used in gathering data for planning purposes. Needless to say, WE ARE APPRECIATIVE OF YOUR COOPERATION IN COMPLETING THIS FORM.

If at all possible, please return the completed form via the enclosed pre-addressed, postage-paid envelope within 10 to 14 days of its receipt.

Sincerely yours,

Fred Pigge

Fred L. Pigge, Director
Educational Research & Services

P.S. Be sure to read item 5
on the last page.

1	___	___	___	___
1	2	3	4	5

AN APPRAISAL OF MY PREPARATION AS A TEACHER
AT BOWLING GREEN STATE UNIVERSITY

There are several sections to this questionnaire. Section A asks for personal data, such as name, major, where you are teaching, etc. Other sections consist of questions which, for example, will permit you to "evaluate" your experience at BGSU. (Ignore the numbers in parentheses, they are for data entry use only.)

SECTION A: Placement and Experience Data

1. Name ______________________ Social Security Number ____________ (6-14)

______ (18)

2. Undergraduate Major(s) ______________________ (15-17) Minor(s) ______________ (19-21)

3. Grades or Subjects Taught During Student Teaching ______________________ (22-24)

4. Grades or Subjects Taught This Year ______________________ (25-27)

5. Employing School District ______________________
name
____
address
____

6. In your opinion, how would your school building be classified?

_____ 1. Rural _____ 2. Suburban (includes small cities) _____ 3. Urban (large cities over 50,000) (28)

7. In your opinion, how would the high school you attended be classified? (29)

_____ 1. Rural _____ 2. Suburban _____ 3. Urban

8. Including the present year, how many years have you taught? _____ yrs. (30)

9. When did you graduate from BGSU? 19 _____ (31-32)

10. What is your current status regarding a Masters degree? (33)

_____ 1. Have not taken any courses.
_____ 2. Have taken 1 or 2 courses.
_____ 3. About ¼ done.
_____ 4. About ½ done.
_____ 5. About ¾ done.
_____ 6. Have a Masters degree.

11. What grade would you give the teacher education training you received at BGSU? (34)

_____ 1. A
_____ 2. B
_____ 3. C
_____ 4. D.
_____ 5. F (Fail)
_____ 6. Don't know

12. (Optional) What, to the best of your memory, was your final overall undergraduate grade-point average at BGSU? (35)

_____ 1. 2.00 - 2.24
_____ 2. 2.25 - 2.49
_____ 3. 2.50 - 2.74
_____ 4. 2.75 - 2.99
_____ 5. 3.00 - 3.24
_____ 6. 3.25 - 3.49
_____ 7. 3.50 - 3.74
_____ 8. 3.75 - 4.00

SECTION B: Courses and Experiences

1. Please circle the numeral which indicates your rating of the value of each of these courses or experiences in your preparation to become a teacher.

	Courses	Highly Valuable	Valuable	Of Moderate Value	Of Little Value	Of No Value	Not Required In My Program	
A.	Exploring the Profession (EDFI/CI 202, PEP 247 or 233, MUED 240, etc. — the introductory education course — regardless of teaching area)	5	4	3	2	1	0	(36)
B.	Educational Psychology (EDFI 302)	5	4	3	2	1	0	(37)
C.	Methods course (or methods sequence if elementary, special education or foreign language) Examples are: Secondary Methods; Math and Science Methods; and other "How to Courses"	5	4	3	2	1	0	(38)
D.	Reading in the Content Area (EDCI 360)	5	4	3	2	1	0	(39)
E.	Educational Media (LEM 301)	5	4	3	2	1	0	(40)
F.	Exceptional Child in Regular Classroom (EDSE 311)	5	4	3	2	1	0	(41)
G.	Adaptive Physical Education (PEP 433)	5	4	3	2	1	0	(42)
H.	Assessment and Evaluation in Education (Test and Measurements) (EDFI 402)	5	4	3	2	1	0	(43)
I.	Assessment and Evaluation in Physical Education (Tests and Measurements (PEP 402)	5	4	3	2	1	0	(44)
J.	Education in a Pluralistic Society (EDFI 408)	5	4	3	2	1	0	(45)
K.	Organization and Administration of Education in American Society (EDAS 409)	5	4	3	2	1	0	(46)
	Field Experience							
L.	Student Teaching	5	4	3	2	1	0	(47)
M.	Student Teaching Seminars	5	4	3	2	1	0	(48)
N.	Field Experiences Related to EDCI/FI 202 or other such courses (see "A" above)	5	4	3	2	1	0	(49)
O.	All other field experiences you may have taken, such as MEP, Methods Observations, MUED 340, etc. If possible, list the experience(s) you are rating ________________________ ________________________	5	4	3	2	1	0	(50)

2. Please check the one answer you consider most appropriate.

A. BGSU gave me very early in my studies an adequate orientation to teacher education, e.g., career options, employment potential, working conditions and expectations, salaries, etc. (circle numeral)

5	5	3	2	1	(51)
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	

B. The number of courses or credits required for my **major** (Non-education courses, such as English courses for English majors; math courses for math majors; HPER non-methods courses for HPER majors; music performance, applied studies, music history and composition courses for music majors; etc.) was: (52)

________ 1. too large or too many
________ 2. too small or too few
________ 3. about right

C. The content of the courses covered in "B" above was: (53)

________ 1. very relevant to the needs of the teachers
________ 2. moderately relevant to the needs of teachers
________ 3. largely irrelevant to the needs of teachers

D. The content of the courses covered in "B" above was: (54)

________ 1. too broad and general for the needs of teachers
________ 2. too narrow and specialized; too indepth
________ 3. well balanced to provide both the necessary breadth and depth

E. The number of credits or courses required in the **professional component** (commonly called "the education courses" — examples are: the courses listed at the beginning of this Section B (EDFI/CI 202, Ed Psy, Student Teaching, etc., MUED courses such as 240, 340, 359 and other required education courses for music majors, etc.) was: (55)

________ 1. too large or too many
________ 2. too small or too few
________ 3. about right

F. The content and experiences making up the professional component (described in E above) were: (56)

________ 1. generally well suited to preparation of a teacher
________ 2. somewhat suited to preparation of a teacher
________ 3. of very little real contribution to preparation of a teacher

SECTION C: Your Perceived Need for and Proficiency in Selected Competencies – Also, Where were These Proficiencies Developed?

Presented below are descriptions of 28 competency areas. In the first column **(NEED)**, please indicate by circling the appropriate numeral your need for possessing each competency in carrying out your teaching functions. In the second column **(PROFICIENCY)**, please denote an estimate of your classroom proficiency for each competency. Finally, in the third column **(WHERE DEVELOPED?)**, please denote, in order, the one, two or three areas or experiences that contributed most to your noted proficiency.

For the **WHERE DEVELOPED?** column, please choose from among these nine areas or experiences:

Code	**Possible Contributors**
1	— Pre-student teaching field experience
2	— Student Teaching
3	— Clinical Laboratory (2nd floor of Education Building)
4	— Other course work and experience at BGSU
5	— First year teaching experience
6	— Teaching experience after first year
7	— Inservice training
8	— Other teachers
9	— Supervisors and/or administrators

An illustrative example:

Need					**Proficiency**					**Where Developed?**		
High		**Ave**		**Low**	**High**		**Ave**		**Low**	**Most**	**2nd Most**	**3rd Most**
[✓ 5]	4	3	2	1	5	[✓ 4]	3	2	1	2	4	5

For item 1 below, "Your ability to prepare and develop lesson plans and teaching units," a teacher may have circled a 5 under **NEED** to show that she had a high need for this competency, may have circled 4 for a **PROFICIENCY** rating, and under **"WHERE DEVELOPED?"** may have put, in order **2 4 5.** She is telling us that she credits "student teaching" (code 2) as the most important contributing experience to her proficiency in this area, that she thought "other course work and experience at BGSU" (code 4) contributed 2nd most and that "first year teaching experience" (code 5) was the third greatest contributing cause to her proficiency in developing lesson plans and teaching units. At times it may be difficult for you to list more than one or two areas which were the primary contributing causes for a certain proficiency level; in this case please feel free to leave the third and/or the second space(s) blank.

Your Ability to: COMPETENCIES	To be successful in your job, what is your NEED for this competency?					An Estimate of Your Classroom PROFICIENCY in this Area					WHERE DEVELOPED?			
	High		Average		Low	High		Average		Low	Most	2nd Most	3rd Most	
1. Prepare and develop lesson plans and teaching units	5	4	3	2	1	5	4	3	2	1	____	____	____	(57-61)
2. Deal with pupil behavior problems	5	4	3	2	1	5	4	3	2	1	____	____	____	(62-66)
3. Select, prepare, and effectively utilize educational media	5	4	3	2	1	5	4	3	2	1	____	____	____	(67-71)
4. Analyze and evaluate your teaching performance skills	5	4	3	2	1	5	4	3	2	1	____	____	____	(72-76)
													2 ____ ____ ____ ____ (1) (2) (3) (4) (5)	
5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils	5	4	3	2	1	5	4	3	2	1	____	____	____	(6-10)
6. Diagnose pupil problems (via testing instruments, observational techniques, etc.)	5	4	3	2	1	5	4	3	2	1	____	____	____	(11-15)
7. (After diagnosis)... make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes	5	4	3	2	1	5	4	3	2	1	____	____	____	(16-20)
8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(21-25)
9. Motivate student achievement via modeling, reinforcement, provision of success experience, appeal to student interests, etc	5	4	3	2	1	5	4	3	2	1	____	____	____	(26-30)
10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(31-35)
11. Teach reading in your grade or subject area	5	4	3	2	1	5	4	3	2	1	____	____	____	(36-40)
12. Prepare teacher made tests and evaluate/report pupil progress	5	4	3	2	1	5	4	3	2	1	____	____	____	(41-45)
13. Understand and utilize standardized tests	5	4	3	2	1	5	4	3	2	1	____	____	____	(46-50)
14. Communicate effectively with parents and students regarding student progress	5	4	3	2	1	5	4	3	2	1	____	____	____	(51-55)

	Your Ability to: COMPETENCIES	To be successful in your job, what is your NEED for this competency?					An Estimate of Your Classroom PROFICIENCY in this Area					WHERE DEVELOPED?			
		High		Average		Low	High		Average		Low	Most	2nd Most	3rd Most	
15.	Be aware of the possible parallels and inconsistencies between your views or beliefs of the aims and goals of education and those of your school	5	4	3	2	1	5	4	3	2	1	___	___	___	(56-60)
16.	Resolve the conflicts between your philosophical views and the actual day-to-day operations of your school	5	4	3	2	1	5	4	3	2	1	___	___	___	(61-65)
17.	Understand the major principles of school law as they apply to areas such as due process, contracts, teaching liability, corporal punishment, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(66-70)
18.	Understand the major principles of school law as they relate to community/board/administration/staff relations, the local and state governance of the school, school finances, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(71-75)
19.	Develop instructional objectives and strategies for a multicultural classroom setting; e.g., to accent ethnic awareness, development of positive inter-and-intra-group relations, development of teaching strategies based on due regard for bilinguality, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(76-80)

3	___	___	___	___
(1)	(2)	(3)	(4)	(5)

20.	Use classroom time effectively	5	4	3	2	1	5	4	3	2	1	___	___	___	(6-10)
21.	Apply effective questioning/thinking skills	5	4	3	2	1	5	4	3	2	1	___	___	___	(11-15)
22.	Establish teachable moments, i.e., establish situation where everything "jells"	5	4	3	2	1	5	4	3	2	1	___	___	___	(16-20)
23.	Teach physical education in your grade or subject area	5	4	3	2	1	5	4	3	2	1	___	___	___	(21-25)
24.	Teach music at your grade level	5	4	3	2	1	5	4	3	2	1	___	___	___	(26-30)
25.	Teach art at your grade level	5	4	3	2	1	5	4	3	2	1	___	___	___	(31-35)
26.	Encourage and facilitate the development of children's social skills and enhanced self-concepts	5	4	3	2	1	5	4	3	2	1	___	___	___	(36-40)
27.	Adequately challenge your gifted/talented students	5	4	3	2	1	5	4	3	2	1	___	___	___	(41-45)
28.	Adequately teach handicapped pupils who have been or may be "mainstreamed" into your classroom	5	4	3	2	1	5	4	3	2	1	___	___	___	(46-50)

SECTION D: Academic and Career Advising at BGSU (Circle your response)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	Did Not Use	
1.	How do you feel about the quality of advising from your assigned faculty advisor?	5	4	3	2	1	0	(51)
2.	... advice and guidance from the Program Advisement Center on the 3rd floor of the Education Building?	5	4	3	2	1	0	(52)
3.	Advice from individual professors you might have sought out?	5	4	3	2	1	0	(53)
4.	How do you feel in a general sense about the quality of overall career (job) advising services that were available to you?	5	4	3	2	1	0	(54)
5.	Please rate the services of the Career and Placement Center in helping you find a teaching position.	5	4	3	2	1	0	(55)

SECTION E: Instructional Materials at BGSU

1. Please rate the materials and services of the INSTRUCTIONAL MEDIA CENTER (facilities located on the 1st and 2nd floors of the Education Building).

Did you use the Center? ______ yes; ______ no. (If "No," skip to #2; if "yes", please answer A-G below.) (56)
(1) (2)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A.	Hours of accessibility	5	4	3	2	1	(57)
B.	Workshop facilities where you could prepare new instructional materials or copy existing materials	5	4	3	2	1	(58)
C.	Availability of materials	5	4	3	2	1	(59)
D.	Usage regulations	5	4	3	2	1	(60)
E.	Helpfulness of staff	5	4	3	2	1	(61)
F.	Relation to coursework	5	4	3	2	1	(62)
G.	Relation to the learning of teaching skills	5	4	3	2	1	(63)

SECTION E continued

2. Please rate the materials and services of the CURRICULUM LIBRARY (located in the Library).

Did you use the Curriculum Library? ______ yes; ______ no. (If "No," skip to #3; if "yes," please answer A - J below.) (64)
(1) (2)

	Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A. Hours of accessibility	5	4	3	2	1	(65)
B. Workshop facilities where you could prepare new instructional materials or copy existing materials	5	4	3	2	1	(66)
C. Various media, such as maps, globes, charts, pictures, films, video/audio tapes, recordings, etc.	5	4	3	2	1	(67)
D. Examples of courses of study and teaching units	5	4	3	2	1	(68)
E. Examples of books commonly used in the elementary and secondary schools	5	4	3	2	1	(69)
F. Availability of materials	5	4	3	2	1	(70)
G. Usage regulations	5	4	3	2	1	(71)
H. Helpfulness of staff	5	4	3	2	1	(72)
I. Relation to course work	5	4	3	2	1	(73)
J. Relation to the learning of teaching skills	5	4	3	2	1	(74)

4	___	___	___	___
(1)	(2)	(3)	(4)	(5)

3. Please rate the materials and services of the CLINICAL LAB (located on the second floor of the Education Building).

Did you use the Clinical Lab? ______ yes; ______ no. (If "No," go to Section F; if "Yes," please answer A-F below.) (6)
(1) (2)

	Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A. Hours of accessibility	5	4	3	2	1	(7)
B. Various media and materials	5	4	3	2	1	(8)
C. Helpfulness of staff	5	4	3	2	1	(9)
D. Availability of materials	5	4	3	2	1	(10)
E. Relation to course work	5	4	3	2	1	(11)
F. Relation to the learning of teaching skills	5	4	3	2	1	(12)

SECTION F. Prior Expectations and On-The-Job Realities

Near the end of your college career you probably had some preconceived notions or expectations of the working conditions you would experience as a full-time teacher. The purpose of this section is to determine the difference, if any, between what you expected and what you found.

Response Code:	1	2	3	4	5
	Highly Negative	Negative	Average or No Opinion	Positive	Highly Positive

Please circle the responses for your "prior expectations" on the left, your "on-the-job realities" on the right.

	Prior Expectations					Conditions/Environment	What you found or on-the-job-reality					
	Negative				Positive		Negative				Positive	
						1. Instructional help/guidance/advice from						
(13)	1	2	3	4	5	A. Other teachers	1	2	3	4	5	(30)
(14)	1	2	3	4	5	B. Administrators/Supervisors/Department Heads	1	2	3	4	5	(31)
(15)	1	2	3	4	5	C. Inservice Training	1	2	3	4	5	(32)
(16)	1	2	3	4	5	D. College course work/experiences	1	2	3	4	5	(33)
						2. Rapport with and respect of						
(17)	1	2	3	4	5	A. Students	1	2	3	4	5	(34)
(18)	1	2	3	4	5	B. Parents of students	1	2	3	4	5	(35)
(19)	1	2	3	4	5	C. Other teachers	1	2	3	4	5	(36)
(20)	1	2	3	4	5	D. Administrators/Supervisors/Department Heads	1	2	3	4	5	(37)
(21)	1	2	3	4	5	E. Community members	1	2	3	4	5	(38)
(22)	1	2	3	4	5	3. Budgetary support for my teaching area	1	2	3	4	5	(39)
						4. Support (and encouragement) of my teaching area from						
(23)	1	2	3	4	5	A. Parents	1	2	3	4	5	(40)
(24)	1	2	3	4	5	B. Other teachers	1	2	3	4	5	(41)
(25)	1	2	3	4	5	C. Administrators	1	2	3	4	5	(42)
(26)	1	2	3	4	5	D. Community members	1	2	3	4	5	(43)
(27)	1	2	3	4	5	5. Physical facilities for my teaching area	1	2	3	4	5	(44)
(28)	1	2	3	4	5	6. Equipment for my teaching area	1	2	3	4	5	(45)
(29)	1	2	3	4	5	7. Parent-teacher conferences	1	2	3	4	5	(46)

SECTION F continued

	Prior Expectations Negative				Positive		Conditions/Environment	What you found or on-the-job-reality Negative				Positive	
(47)	1	2	3	4	5	8.	Scheduling of classes (or class time) to complete desired objectives	1	2	3	4	5	(54)
(48)	1	2	3	4	5	9.	An environment that is conducive to professional growth and development	1	2	3	4	5	(55)
(49)	1	2	3	4	5	10.	Feelings of accomplishment	1	2	3	4	5	(56)
(50)	1	2	3	4	5	11.	Work load (time, energy-needed, numbers of pupils, classes, number of preparations, etc.)	1	2	3	4	5	(57)
(51)	1	2	3	4	5	12.	Behavior of pupils	1	2	3	4	5	(58)
(52)	1	2	3	4	5	13.	My teaching being observed by administrator(s).	1	2	3	4	5	(59)
(53)	1	2	3	4	5	14.	Level of job satisfaction	1	2	3	4	5	(60)

SECTION G. Concerns and Attitudes*

1. For the following items, please consider yourself "concerned" about a thing **if you think about it frequently and would like to do something about it personally.** You are not concerned about a thing simply because you believe it is important — if it seldom crosses your mind, or you are satisfied with the current state of affairs, do not say you are concerned about it. You may be concerned about things you are not currently dealing with, but only if you anticipate dealing with them and frequently think about them from this point of view. IN SHORT, YOU ARE CONCERNED ABOUT IT IF YOU OFTEN THINK ABOUT IT AND WOULD LIKE TO DO SOMETHING ABOUT IT.

5				
(1)	(2)	(3)	(4)	(5)

Read each statement, then ask yourself:

WHEN I THINK ABOUT MY TEACHING,
HOW MUCH AM I CONCERNED ABOUT THIS?

1 = Not concerned
2 = A little concerned
3 = Moderately concerned
4 = Very concerned
5 = Extremely concerned

		Not Concerned	Please Circle			Extremely Concerned	
A.	Lack of instructional materials	1	2	3	4	5	(6)
B.	Feeling under pressure too much of the time	1	2	3	4	5	(7)
C.	Doing well when a superior is present	1	2	3	4	5	(8)
D.	Meeting the needs of different kinds of students	1	2	3	4	5	(9)
E.	Too many noninstructional duties	1	2	3	4	5	(10)
F.	Diagnosing student learning problems	1	2	3	4	5	(11)
G.	Feeling more adequate as a teacher	1	2	3	4	5	(12)
H.	Challenging unmotivated students	1	2	3	4	5	(13)
I.	Being accepted and respected by professional persons	1	2	3	4	5	(14)
J.	Working with too many students each day	1	2	3	4	5	(15)
K.	Guiding students toward intellectual and emotional growth	1	2	3	4	5	(16)
L.	Whether each student is getting what he/she needs	1	2	3	4	5	(17)
M.	Getting a favorable evaluation of my teaching	1	2	3	4	5	(18)
N.	The routine and inflexibility of the teaching situation	1	2	3	4	5	(19)
O.	Maintaining the appropriate degree of class control	1	2	3	4	5	(20)

2. Please circle the numeral which describes the degree of your agreement or disagreement to each of the attitudinal statements. There are, of course, no right or wrong answers. Please respond truthfully. The numerical code is:

1 = Strongly disagree
2 = Moderately disagree
3 = Slightly disagree
4 = Slightly agree
5 = Moderately agree
6 = Strongly agree

		Strongly Disagree					Strongly Agree	
A.	Teaching is about the best job that I can think of	1	2	3	4	5	6	(21)
B.	There are a lot of advantages to teaching	1	2	3	4	5	6	(22)
C.	I don't care for the work of a teacher	1	2	3	4	5	6	(23)
D.	Teaching would be a wonderful occupation for anyone	1	2	3	4	5	6	(24)
E.	Teaching may be all right for some people but not for me	1	2	3	4	5	6	(25)
F.	I am not convinced of the importance of a teaching career	1	2	3	4	5	6	(26)
G.	Teaching, as a career, is not worth the sacrifice of going to college, the long hours of work and the low pay	1	2	3	4	5	6	(27)
H.	I enjoy teaching	1	2	3	4	5	6	(28)
I.	Teaching is as good a job as any	1	2	3	4	5	6	(29)
J.	There are more advantages than disadvantages to teaching as a career	1	2	3	4	5	6	(30)
K.	I would be willing to take any job related to teaching	1	2	3	4	5	6	(31)

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*Concerns checklist adapted from work of F. F. Fuller as reported by A. George, R&D Center, U. of Texas, 1978. Attitude scale due to work of Merwin and DiVesta *J. Counsel Psychol* (Vol. 6), 302-08.

SECTION H. Summary
(Please circle or check your answers.)

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	(32)
1. I was adequately prepared at BGSU as an entry level teacher.	6	5	4	3	2	1	

2. Excluding possible leaves of absences, how long do you plan to teach?
________ 1. This is my last year!
________ 2. Two or three more years. (33)
________ 3. Maybe 5 more years.
________ 4. Maybe 10 more years.
________ 5. Fifteen or 20 more years.
________ 6. Until I retire.

3. Use this space to expand upon or comment on any of your previous ratings.

4. How can we better prepare teachers in your area of specialization? (If possible, give specific suggestions.)

5. We plan to select at random some principals of our 1980-84 graduates and ask them to respond to questions related to the teacher education program at BGSU and to the success of its graduates. If you have any objections to our contacting your principal about our program and the comparative success of its graduates, please so state below:

____

Table 2
Numbers and Percents of Teacher and Principal Respondents

Major Area	Number of Questionnaires Sent to Teachers and Their Principals	Teachers		Principals	
		Number Received	Percent	Number Received	Percent
1. Art	21	11	52	9	43
2. Business	41	24	59	24	59
3. Dist Educ	17	12	71	9	53
4. Elementary	249	121	49	141	57
5. English	49	27	55	28	57
6. HPE	78	30	38	34	44
7. Home Ec	30	15	50	19	63
8. Ind Educ	28	12	43	18	64
9. Foreign Lang	17	8	47	13	76
10. L.E.M.	12	7	58	10	83
11. Math	25	11	44	20	80
12. Sciences	35	14	40	22	63
13. Music	54	18	33	14	26
14. Social Sci	33	12	36	14	42
15. EMR	112	58	52	70	63
16. H.I.	35	16	46	17	49
17. LBD/Elem	220	126	57	128	58
18. Sph & HrTh	60	30	50	37	62
TOTALS	1116	552	49	627	56

The teachers were also asked two questions (Items A6 and A7) relative to how they would classify the school building in which they were teaching and also how they would classify the building(s) where they attended high school. Responses to Item A6 revealed that there were about an equal number of our graduates teaching in rural (44%) and suburban (46%) schools with the other 10% were working in urban buildings. It may be noted that the various special education majors were by far the largest contributors to the number who were teaching in the urban buildings. The responses to Item A7 indicate that approximately half (53%) of the teachers had attended suburban high schools, approximately one-third (34%) rural high schools, and the remaining 13% (N=70) had attended urban high schools.

Item 10 inquired as to the teachers' status regarding a masters degree. The analysis of the teachers' responses to this item revealed that 6% (approximately 30-35) of these teachers had their masters degrees, that approximately half (53%) had not taken any courses leading toward an advanced degree and that approximately one-fourth (26%) had taken 1 or 2 courses. Among the additional findings that are presented in relation to Item A10, it may be observed:

1. Teachers with more years of experience had made more progress toward masters degrees.
2. A greater proportion of suburban teachers than rural and urban teacher had their masters degrees.

Relative to the experience patterns of the teachers, the

Teachers' Responses to Items A6 and A7

SECTION A: Placement and Experience Data

Responses (In Percents)

Major	N	6. How would your school building be classified? Rural	Suburban	Urban	N	7. How would the high school you attended be classified? Rural	Suburban	Urban
1. Art	11	64	36	-	11	55	36	9
2. Business	24	42	46	13	24	46	42	13
3. Dist Ed	12	58	25	17	12	8	75	17
4. Elem	118	49	40	11	120	38	48	14
5. English	27	44	48	7	27	44	48	7
6. HPE	30	40	43	17	30	30	67	3
7. Home Ec	14	50	36	14	15	40	60	-
8. Ind Ed	12	50	50	-	12	50	42	8
9. Fgn Lang	8	50	50	-	8	25	75	-
10. LEM	7	71	29	-	7	43	43	14
11. Math	11	27	73	-	11	55	36	9
12. Sciences	14	64	36	-	14	21	71	7
13. Music	18	72	28	-	18	50	44	6
14. Soc Sci	12	42	58	-	11	27	55	18
15. EMR	58	28	59	14	58	16	60	24
16. H.I.	15	13	67	20	16	19	50	31
17. LBD/Elem	124	40	47	13	124	33	54	13
18. Spn&HrTh	29	52	45	3	30	37	50	13
Total	544	44	46	10	548	34	53	13

Item 10
What is your current status regarding a Masters degree?

Major	N	1*	2*	3*	4*	5*	6*
	10. What is your current status regarding a Masters degree?						
1. Art	11	36	46	-	-	18	-
2. Business	24	58	17	8	-	-	17
3. Dist Ed	12	75	17	-	-	8	-
4. Elem	121	53	27	6	2	3	9
5. English	27	44	22	7	15	11	-
6. HPE	30	63	17	-	7	10	3
7. Home Ec	15	60	20	7	7	7	-
8. Ind Ed	12	67	25	8	-	-	-
9. Fgn Lang	8	75	25	-	-	-	-
10. LEM	7	57	14	-	14	-	14
11. Math	11	64	18	-	9	-	9
12. Sciences	14	43	36	7	7	7	-
13. Music	18	83	6	6	6	-	-
14. Soc Sci	12	50	17	8	8	-	17
15. EMR	58	47	36	7	3	5	2
16. H.I.	16	50	31	6	6	-	6
17. LBD/Elem	126	47	28	6	4	8	8
18. Sph&HrTh	30	53	23	-	10	3	10
Total	552	53	26	5	5	5	6
Teaching Field							
1. Elem	127	54	26	6	2	5	9
2. Sec Ed	71	52	24	6	10	4	4
3. Spec Ed	230	48	30	5	5	6	7
4. Specialize	123	63	20	4	4	5	5
Teaching Location							
1. Rural	241	58	29	3	3	5	3
2. Suburban	248	48	23	7	5	6	11
3. Urban	66	53	27	6	7	6	2
Yrs. Taught?							
1. 1	94	82	12	1	-	-	5
2. 2	121	65	26	3	2	1	3
3. 3	104	51	34	3	5	4	3
4. 4	104	36	29	11	8	7	11
5. 5	123	36	26	7	7	14	10

*1. Have not taken any courses
*2. Have taken 1 or 2 courses
*3. About 1/4 done
*4. About 1/2 done
*5. About 3/4 done
*6. Have a Masters degree

data indicate that there were approximately 95 first-year (17%), 120 second-year (22%), 105 third-year (19%), 105 fourth-year (19%), and 125 (23%) fifth-year teachers who responded to the various questionnaire items.

Section B

Teachers' Perceived Need For and Proficiency In 28 Competency Areas

The third section of the questionnaire presented 28 competency statements and asked the teachers to denote for each area their use of it, their perceived proficiency within it, and where they thought their proficiency levels were developed. The present section of the report (B) will address the teachers' responses to the need and proficiency issues; the next section of this report (C) will summarize the sources the total group of teachers credited for having given them the noted proficiency levels.

Some of the competency areas are generic to all teachers and courses while the rest of the 28 competency areas were geared especially to the objectives of specific courses or experiences.

Table 3 presents a rank-order listing for the entire set of 550 teachers of the 28 competency areas in terms of the magnitude of the differences between their need and proficiency means. The largest discrepancy or difference between the teachers' need and perceived proficiency means was attached to competency area 2, "Deal With Pupil Behavior Problems." The teachers noted a very high need mean (4.74) and also a rather high proficiency mean of 3.95 -- but the subtraction of one from the other resulted in a discrepancy/difference between the two means of -.79. This value of -.79 was, in an absolute sense, the largest of the 28 mean differences and thus earned a rank of 1 -- that is, there was a greater difference between this need and proficiency pair of means than for any other pair of such means.

Table 3
Discrepancy Means and Ranks for the 28 Competency Areas

	COMPETENCY STATEMENTS	Need		Proficiency		Discrepancy	Rank of
	Competency Items	Mean	Rank	Mean	Rank	(Prof minus Need)	Diff
2.	Deal with pupil behavior problems.	4.74	2	3.95	8	-.79	1
7.	(After diagnosis) ... make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes.	4.32	13.5	3.61	18	-.71	2
20.	Use classroom time effectively.	4.78	1	4.08	5	-.70	3
5.	Utilize the findings from #4 above in altering your teaching and providing more successful instruction for the pupils.	4.52	7.5	3.86	10	-.66	4
6.	Diagnose pupil problems (via testing instruments, observational techniques, etc.)	4.36	11	3.74	13	-.62	5.5
21.	Apply effective questioning/thinking skills.	4.55	6	3.93	9	-.62	5.5
22.	Establish teachable moments, i.e., establish situation where everything "jells."	4.39	10	3.79	12	-.60	7
9.	Motivate student achievement via modeling, reinforcement, provision of success experience, appeal to student interests, etc.	4.69	3	4.10	4	-.59	8.5
10.	Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.	4.32	13.5	3.73	14.5	-.59	8.5
17.	Understand the major principles of school law as they apply to areas such as due process, contracts, teaching liability, corporal punishment, etc.	4.14	16	3.56	20	-.58	10
14.	Communicate effectively with parents and students regarding student progress.	4.65	4	4.13	3	-.52	11
4.	Analyze and evaluate your teaching performance skills.	4.35	12	3.85	11	-.50	12
18.	Understand the major principles of school law as they relate to community/board/administration/staff relations, the local and state governance of the school, school finances, etc.	3.69	22	3.20	24	-.49	13
26.	Encourage and facilitate the development of children's social skills and enhanced self-concepts.	4.52	7.5	4.05	6	-.47	14
11.	Teach reading in your grade or subject area.	3.95	18	3.50	22	-.45	15
27.	Adequately challenge your gifted/talented students.	3.67	23.5	3.24	23	-.43	16
28.	Adequately teach handicapped pupils who have been or may be "mainstreamed" into your classroom.	4.12	17	3.73	14.5	-.39	17
1.	Prepare and develop lesson plans and teaching units.	4.49	9	4.14	2	-.35	18
3.	Select, prepare, and effectively utilize educational media.	3.88	19	3.57	19	-.31	19
12.	Prepare teacher made tests and evaluate/report pupil progress.	4.28	15	3.99	7	-.29	20
13.	Understand and utilize standardized tests.	3.67	23.5	3.52	21	-.15	21
8.	Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	4.61	5	4.50	1	-.11	22
16.	Resolve the conflicts between your philosophical views and the actual day-to-day operations of your school.	3.73	20	3.63	17	-.10	23
19.	Develop instructional objectives and strategies for a multicultural classroom setting; e.g., to accent ethnic awareness, development of positive inter-and-intra-group relations, development of teaching strategies based on due regard for bilinguality, etc.	3.09	25	3.00	25	-.09	24
15.	Be aware of the possible parallels and inconsistencies between your views or beliefs of the aims and goals of education and those of your school.	3.72	21	3.65	16	-.07	25
25.	Teach art at your grade level.	2.23	26	2.52	26	+.29	26
24.	Teach music at your grade level.	1.82	28	2.18	28	+.36	27
23.	Teach physical education in your grade or subject area.	1.95	27	2.46	27	+.51	28

*See narrative for suggestions on how to compute discrepancy means for specific program areas.

Findings other than discrepancy means and their ranks are also presented in Table 3. The second column of numerical values presents the ranks of the need means. From this column it may be observed that the five most needed competencies (of the 28 listed) were:

Need Rank	Competency #	Description
1	20	Use classroom time effectively
2	2	Deal with pupil behavior problems
3	9	Motivate student achievement
4	14	Communicate with parents/students regarding student progress
5	8	Work with others, regardless... .

Likewise, the fourth column of numerical data presents the ranks of the proficiency means. The five top ranked competency areas in terms of teachers' proficiency were:

Proficiency Rank	Competency Number	Description
1	8	Work with others, regardless... .
2	1	Prepare lesson plans/teaching units
3	14	Communicate with parents/students regarding student progress
4	9	Motivate student achievement
5	20	Use classroom time effectively

It may be seen that 4 items (20, 9, 14, and 8) were in the top five ranks for both need and proficiency. Item 2, Deal With Pupil Behavior Problems, was the one item in the top five needs that was not included in the top 5 proficiencies; the teachers thought they were eighth most proficient in this area of pupil behavior.

The correlation between the 28 pairs of need and proficiency ranks was +.91. One interpretation of this correlation is that approximately 80% (r^2) of the variance of the proficiency ranks is associated with the variance of the need ranks -- that is, need of competencies determine to a very large extent the perceived proficiency level of the teachers.

Starting on page 24 and continuing are 28 tables, one for each competency area, each of which presents data related to how teachers in each major area (art, elementary, music, etc.) responded to their need and proficiency levels. Findings by other teacher groupings are also presented for each competency area, namely: by teaching field, by teaching location, and by years taught.

For illustration purposes, just one of the competency areas will be discussed; the interested reader can study, interpret, and analyze the other 27 areas in a similar manner. The competency area chosen for illustration purposes is #2 (found on page 25), "Ability to deal with pupil behavior problems." This competency area had a discrepancy rank of #1 in terms of a comparison of teachers' need to their proficiency.

The top section of the Item 2 table reveals:

1. The number of teacher respondents in each major area, e.g., 11 art, 120 elementary, 18 music, etc.
2. The percent of these respondents who marked each of the five levels of need for Competency 2.

3. The mean need, computed by following scheme where f_x stands for need level frequency:

   $[(f_1 x 1)+(f_2 x 2)+(f_3 x 3)+(f_4 x 4)+(f_5 x 5)] \div N$ = Mean.

4. Likewise for the proficiency data

For illustration purposes, the responses of teachers in just two major areas will be discussed. For Item #2 and for the 18 music teachers, 6 percent of them (N=1) indicated a need for this competency at level 4, the other 94% (N=17) denoted a level 5 need, which gave rise to a need mean of 4.94. Six percent (N=1) gave themselves a proficiency rating of 1 (Low), 17% (N=3) gave themselves proficiency ratings of 2, 22% (N=4) gave 3's, 44% (N=8) gave 4's, and 11% (N=2) gave themselves proficiency ratings of 5, for a mean of 3.39. The difference of -1.55 between these two means was the largest of any of the 18 teaching areas. On the other hand, one teaching area showed more proficiency in the area of student discipline than they "needed," i.e., the speech and hearing therapists had a proficiency mean of 4.00 and a need mean of 3.93. The lack of a negative discrepancy between need and proficiency for this group of teachers is probably due to the fact that therapists work to a great extent with individual pupils.

The second part of the (Item 2) table displays the findings by general teaching field. The following differences were computed between the various need and proficiency means:

Field	Discrepancy Means
1. Special Education	-.65
2. Elementary Education	-.77
3. Secondary Education	-.97
4. Specialized Education	-.99

It may thus be concluded that the secondary and specialized majors revealed the greatest discrepancy between their need and proficiency for "student control" and the special education and elementary teachers revealed the lowest.

In a like manner, the discrepancy means for teaching locations were computed: rural, -.79; suburban, -.78; and urban, -.82. These three differences were rather equivalent to each other which probably indicates that each of the three groups of teachers had similar needs and proficiencies; in specific, however, the urban teachers had the greatest need for this competency ($\overline{X}$ = 4.84) and perceived proficiency ($\overline{X}$ = 4.02) and the rural teachers had the least need ($\overline{X}$ = 4.71) and proficiency ($\overline{X}$ = 3.92).

When we examine the discrepancy means by years taught for the "student control" item, we can discern that perceived proficiency in dealing with pupil behavior problems increases with years of experience:

Experience	Discrepancy Means
1 Year	-1.04
2 Years	- .95
3 Years	- .79
4 Years	- .72
5 Years	- .52

Of course there are many findings presented on "Item 2 page " which the interested reader can discern that in addition to those mentioned in this discussion. And, as noted before, no discussion is offered for the other 27 competency areas (tables); it is left to the faculty of the various program areas to focus upon the findings that relate to them, their objectives, and their graduates.

Section C
Teachers' Perceived Need for and Proficiency In
28 Competency Areas

Item Teacher's Ability To:

1. Prepare and develop lesson plans and teaching units....

	Responses (In Percents)													
		1 = Low		Need	5 = High				1 = Low	Proficiency		5 = High		
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	11	-	-	18	27	55	4.36	11	-	-	36	36	27	3.91
2. Business	24	-	-	4	25	71	4.67	24	-	-	25	50	25	4.00
3. Dist Ed	12	-	-	8	8	83	4.75	12	-	-	33	67	-	3.67
4. Elem	120	3	-	6	16	76	4.63	119	-	-	7	52	41	4.34
5. English	27	-	-	11	26	63	4.52	27	-	-	15	44	41	4.26
6. HPE	30	-	-	23	30	47	4.23	29	-	-	21	55	24	4.03
7. Home Ec	14	-	-	7	21	71	4.64	14	-	-	7	43	50	4.43
8. Ind Ed	12	-	8	8	50	33	4.03	12	-	-	42	33	25	3.83
9. Fgn Lang	8	-	-	-	13	88	4.88	8	-	-	-	75	25	4.25
10. LEM	7	29	29	29	14	-	2.29	7	-	14	71	14	-	3.00
11. Math	11	-	-	18	18	64	4.45	11	-	-	27	46	27	4.00
12. Sciences	15	-	7	-	20	73	4.60	15	-	7	20	53	20	3.87
13. Music	18	-	-	22	11	67	4.44	18	-	-	33	61	6	3.72
14. Soc Sci	12	-	8	17	25	50	4.17	12	-	-	8	75	17	4.08
15. EMR	58	2	2	5	17	74	4.60	58	-	2	12	55	31	4.16
16. H.I.	17	-	-	-	18	82	4.82	17	-	-	18	59	24	4.06
17. LBD/Elem	126	-	2	9	21	68	4.54	124	1	-	12	50	37	4.23
18. Sph&HrTh	30	7	7	10	33	43	4.00	30	-	-	27	50	23	3.97
Total	552	1	2	9	21	67	4.49	548	-	-	16	52	31	4.14
Teaching Field														
1. Elem	126	2	-	6	17	75	4.63	124	-	-	7	51	42	4.35
2. Sec Ed	72	-	3	10	22	65	4.50	72	-	1	15	56	28	4.10
3. Spec Ed	231	1	3	7	22	67	4.50	229	0	0	14	52	33	4.17
4. Specialize	122	2	3	16	23	57	4.32	122	-	1	30	50	20	3.89
Teaching Location														
1. Rural	241	2	3	8	22	65	4.47	240	-	1	19	50	30	4.10
2. Suburban	247	1	2	9	19	69	4.53	246	-	0	16	52	32	4.15
3. Urban	55	2	2	13	22	62	4.40	54	2	-	7	56	35	4.22
Yrs. Taught?														
1. 1	93	1	3	5	19	71	4.56	93	-	1	17	53	29	4.10
2. 2	121	3	3	9	16	69	4.46	119	1	-	17	51	31	4.12
3. 3	105	1	1	12	19	67	4.50	103	-	1	17	53	29	4.11
4. 4	103	1	1	11	22	65	4.50	103	-	1	18	52	30	4.11
5. 5	123	1	2	8	29	60	4.46	123	-	-	15	49	37	4.22

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25.

Item Teacher's Ability To: 2. Deal with pupil behavior problems ....

	Responses (In Percents)													
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	11	-	-	9	9	82	4.73	11	-	-	36	36	27	3.91
2. Business	24	-	-	4	8	88	4.83	24	-	-	38	33	29	3.92
3. Dist Ed	12	-	-	-	7	92	4.92	12	-	8	25	58	8	3.67
4. Elem	120	2	-	5	14	79	4.69	119	-	3	27	47	24	3.92
5. English	27	-	-	4	26	70	4.67	26	-	8	35	46	12	3.62
6. HPE	30	-	-	7	7	87	4.80	30	-	3	7	57	33	4.20
7. Home Ec	14	-	7	-	21	71	4.57	14	-	7	36	43	14	3.64
8. Ind Ed	12	-	-	-	8	92	4.92	11	9	-	9	46	36	4.00
9. Fgn Lang	8	-	-	-	25	75	4.75	8	-	-	38	50	13	3.75
10. LEM	7	-	-	14	-	86	4.71	7	-	14	14	57	14	3.71
11. Math	11	-	-	9	18	73	4.64	11	-	9	27	55	9	3.64
12. Sciences	15	-	-	-	13	87	4.87	15	-	-	53	40	7	3.53
13. Music	18	-	-	-	6	94	4.94	18	6	17	22	44	11	3.39
14. Soc Sci	12	-	-	-	33	67	4.67	12	-	-	17	33	50	4.33
15. EMR	58	-	2	2	5	91	4.86	58	-	2	14	53	31	4.14
16. H.I.	17	-	-	-	-	100	5.00	17	-	6	12	41	41	4.18
17. LBD/Elem	126	-	1	2	10	87	4.84	125	-	2	17	52	29	4.07
18. Sph&HrTh	30	7	-	27	27	40	3.93	30	-	-	27	47	27	4.00
Total	552	1	1	4	13	82	4.74	548	-	3	23	48	25	3.95
Teaching Field														
1. Elem	126	2	-	6	14	79	4.69	124	-	3	26	47	24	3.92
2. Sec Ed	72	-	-	3	24	74	4.71	72	-	4	35	44	17	3.74
3. Spec Ed	231	1	1	5	10	83	4.74	230	-	2	17	50	30	4.09
4. Specialize	122	-	1	3	9	87	4.82	121	2	5	24	47	22	3.83
Teaching Location														
1. Rural	241	0	0	5	15	78	4.71	239	0	3	25	49	23	3.92
2. Suburban	247	1	1	4	11	83	4.75	246	0	3	22	48	26	3.97
3. Urban	55	2	-	2	6	91	4.84	55	-	7	16	44	33	4.02
Yrs. Taught?														
1. 1	93	2	-	5	12	81	4.69	93	-	11	29	45	15	3.65
2. 2	121	1	1	3	10	86	4.79	119	1	3	28	47	21	3.84
3. 3	105	-	1	2	13	84	4.80	104	-	1	22	52	25	4.01
4. 4	103	1	-	3	15	82	4.76	103	-	2	19	52	27	4.04
5. 5	123	-	1	9	13	77	4.67	122	1	1	17	45	36	4.15

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Item Teacher's Ability To: 3. Select, prepare, and effectively utilize educational media ....

	Responses (In Percents)													
		1 = Low		Need		5 = High			1 = Low	Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	-	10	20	40	30	3.90	10	-	-	40	60	-	3.60
2. Business	24	-	13	25	38	25	3.75	24	-	17	42	42	-	3.25
3. Dist Ed	12	-	-	25	42	33	4.08	12	-	-	42	42	17	3.75
4. Elem	119	1	2	26	37	35	4.03	117	1	6	32	48	14	3.68
5. English	26	-	4	39	23	35	3.88	25	-	20	44	24	12	3.28
6. HPE	29	14	7	35	35	10	3.21	29	7	7	62	24	-	3.03
7. Home Ec	14	-	-	7	29	64	4.57	14	-	-	21	43	36	4.14
8. Ind Ed	12	-	8	33	42	17	3.67	12	-	8	67	25	-	3.17
9. Fgn Lang	8	-	-	50	25	25	3.75	8	-	-	38	63	-	3.63
10. LEM	7	-	-	14	14	71	4.57	7	-	-	14	14	71	4.57
11. Math	11	-	9	64	18	9	3.27	11	-	27	36	36	-	3.09
12. Sciences	15	-	7	33	47	13	3.67	15	-	13	40	33	33	3.47
13. Music	18	-	6	33	22	39	3.94	18	6	6	33	44	11	3.50
14. Soc Sci	12	-	8	25	33	33	3.92	12	-	-	8	50	42	4.33
15. EMR	58	5	2	24	50	19	3.76	57	-	7	44	37	12	3.54
16. H.I.	16	-	-	19	69	13	3.94	15	-	-	40	60	-	3.60
17. LBD/Elem	125	-	5	22	38	36	4.05	124	-	3	37	53	7	3.63
18. Sph&HrTh	30	10	10	30	30	20	3.40	29	3	7	35	41	14	3.55
Total	546	2	4	27	37	30	3.88	539	1	7	38	44	11	3.57
Teaching Field														
1. Elem	124	2	2	25	36	34	3.97	121	3	6	32	46	13	3.62
2. Sec Ed	71	-	6	41	30	24	3.72	71	-	14	35	37	14	3.51
3. Spec Ed	229	3	4	24	42	28	3.88	225	0	4	39	48	8	3.60
4. Specialize	121	2	6	26	34	32	3.89	121	1	7	43	38	12	3.53
Teaching Location														
1. Rural	238	1	3	27	37	32	3.97	235	1	6	38	43	12	3.59
2. Suburban	246	2	6	26	35	30	3.85	244	1	8	37	43	11	3.55
3. Urban	54	4	7	32	39	19	3.61	53	-	2	42	51	6	3.60
Yrs. Taught?														
1. 1	93	1	4	24	39	33	3.97	92	1	5	34	50	10	3.62
2. 2	121	2	4	28	32	34	3.93	119	-	8	38	43	11	3.56
3. 3	101	2	2	28	42	27	3.89	101	1	6	38	46	10	3.57
4. 4	101	2	6	30	34	29	3.81	101	1	6	42	39	13	3.56
5. 5	123	2	6	26	38	28	3.83	119	2	7	40	41	11	3.53

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Item Teacher's Ability To: 4. Analyze and evaluate your teaching performance skills ....

	Responses (In Percents)													
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	-	-	20	50	30	4.10	10	-	-	50	30	20	3.70
2. Business	24	-	-	8	25	67	4.58	24	-	4	29	46	21	3.83
3. Dist Ed	12	-	-	8	33	58	4.50	12	-	-	25	50	25	4.00
4. Elem	120	1	3	9	38	49	4.31	118	-	1	26	59	14	3.86
5. English	27	-	4	7	33	56	4.41	26	-	-	19	58	23	4.04
6. HPE	30	-	7	10	43	40	4.17	30	-	3	20	67	10	3.83
7. Home Ec	14	-	-	14	36	50	4.36	14	-	-	36	57	7	3.71
8. Ind Ed	12	-	-	8	33	58	4.50	12	-	-	33	50	17	3.83
9. Fgn Lang	8	-	-	13	50	38	4.25	8	-	-	13	75	13	4.00
10. LEM	7	-	-	43	29	29	3.86	7	-	-	14	87	-	3.86
11. Math	11	-	-	18	64	18	4.00	11	-	9	27	64	-	3.55
12. Sciences	15	-	-	20	53	27	4.07	15	-	-	40	53	7	3.67
13. Music	18	-	-	6	33	61	4.56	18	-	6	22	61	11	3.78
14. Soc Sci	11	-	-	-	55	46	4.45	11	-	-	18	55	27	4.09
15. EMR	58	2	-	14	35	50	4.31	57	-	4	28	46	23	3.88
16. H.I.	17	-	-	12	18	71	4.59	16	-	6	19	63	13	3.81
17. LBD/Elem	126	-	1	12	38	49	4.36	124	-	2	27	58	14	3.84
18. Sph&HrTh	30	-	-	10	30	60	4.50	30	-	-	23	63	13	3.90
Total	550	-	2	11	37	50	4.35	543	-	2	26	57	15	3.85
Teaching Field														
1. Elem	126	1	4	9	37	50	4.31	123	-	2	25	58	15	3.87
2. Sec Ed	71	-	1	11	48	39	4.25	71	-	1	24	59	16	3.89
3. Spec Ed	231	0	0	12	35	52	4.38	227	-	2	26	56	16	3.86
4. Specialize	121	-	1	12	36	50	4.36	121	-	2	29	56	13	3.81
Teaching Location														
1. Rural	239	-	1	14	37	48	4.32	238	-	2	27	56	15	3.84
2. Suburban	247	0	2	9	39	50	4.36	244	-	1	25	57	16	3.89
3. Urban	55	2	2	11	29	56	4.36	54	-	2	30	57	11	3.78
Yrs. Taught?														
1. 1	93	-	2	9	31	58	4.45	93	-	2	20	62	15	3.90
2. 2	121	-	-	10	39	51	4.41	120	-	3	27	57	13	3.80
3. 3	104	-	2	11	40	47	4.33	102	-	1	30	58	11	3.78
4. 4	102	1	1	16	36	46	4.25	101	-	-	26	55	20	3.94
5. 5	123	1	2	11	38	48	4.30	120	-	2	28	55	16	3.85

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Item Teacher's Ability To: 5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils ....

	Responses (In Percents)													
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	-	-	20	30	50	4.30	10	-	-	40	20	40	4.00
2. Business	23	-	-	-	35	65	4.65	23	-	4	26	57	13	3.78
3. Dist Ed	12	-	-	-	33	67	4.67	12	-	-	17	75	8	3.92
4. Elem	117	1	1	7	33	58	4.47	110	-	2	21	62	16	3.91
5. English	27	-	-	4	30	67	4.63	26	-	8	19	54	19	3.85
6. HPE	29	-	3	7	35	55	4.41	29	-	-	24	66	10	3.86
7. Home Ec	14	-	-	7	29	64	4.57	14	-	-	36	43	21	3.86
8. Ind Ed	11	-	-	18	9	73	4.55	11	-	-	46	27	27	3.82
9. Fgn Lang	8	-	-	-	50	50	4.50	8	-	-	38	38	25	3.88
10. LEM	7	-	-	43	57	-	3.57	7	-	-	29	71	-	3.71
11. Math	11	-	-	18	46	36	4.18	11	-	-	46	55	-	3.55
12. Sciences	15	-	-	-	47	53	4.33	15	-	-	53	40	7	3.53
13. Music	17	-	-	-	24	77	4.76	17	-	6	24	53	18	3.82
14. Soc Sci	10	-	-	-	40	60	4.60	10	-	-	20	60	20	4.00
15. EMR	57	-	2	5	35	58	4.49	57	-	2	23	61	14	3.88
16. H.I.	15	-	-	7	20	73	4.67	14	-	7	14	64	14	3.86
17. LBD/Elem	126	1	-	8	25	66	4.56	125	1	1	24	61	14	3.86
18. Sph&HrTh	30	-	-	-	40	60	4.60	30	-	-	13	73	13	4.00
Total	539	-	1	7	32	61	4.52	529	-	2	25	59	15	3.86
Teaching Field														
1. Elem	122	1	2	7	32	59	4.47	114	-	2	21	61	17	3.92
2. Sec Ed	70	-	-	4	40	56	4.51	70	-	3	33	50	14	3.76
3. Spec Ed	228	0	0	6	29	64	4.55	226	0	1	22	63	14	3.88
4. Specialize	118	-	-	9	32	59	4.51	118	-	2	29	54	15	3.83
Teaching Location														
1. Rural	234	-	0	9	31	59	4.49	232	-	2	23	60	16	3.89
2. Suburban	243	0	1	4	34	61	4.55	239	0	2	26	57	15	3.85
3. Urban	53	2	-	6	30	62	4.51	51	-	-	28	61	12	3.84
Yrs. Taught?														
1. 1	91	-	1	4	28	67	4.60	89	-	2	27	61	10	3.79
2. 2	120	-	1	3	33	63	4.58	119	-	3	24	62	11	3.81
3. 3	102	-	-	9	33	58	4.49	100	-	-	28	55	17	3.89
4. 4	98	2	-	10	31	57	4.41	96	1	-	29	57	13	3.80
5. 5	121	-	1	6	34	60	4.52	118	-	2	19	59	21	3.99

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Teachers' Perceived Need For and Proficiency In
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Item Teacher's Ability To: 6. Diagnose pupil problems (via testing instruments, observational techniques, etc.) ....

	Responses (In Percents)													
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	9	-	44	44	11	-	2.67	9	-	44	22	33	-	2.89
2. Business	23	13	-	22	30	35	3.74	24	8	-	54	33	4	3.25
3. Dist Ed	12	-	-	-	58	42	4.42	12	8	8	50	33	-	3.08
4. Elem	120	1	1	12	30	57	4.41	117	-	3	44	43	10	3.60
5. English	26	-	8	23	39	31	3.92	24	-	4	58	33	4	3.38
6. HPE	29	-	10	10	45	35	4.03	29	-	3	41	41	14	3.66
7. Home Ec	14	-	14	14	29	43	4.00	14	-	7	36	50	7	3.57
8. Ind Ed	12	-	8	17	25	50	4.17	12	-	8	42	50	-	3.42
9. Fgn Lang	8	-	-	38	-	63	4.25	8	-	-	75	-	25	3.50
10. LEM	7	14	43	29	14	-	2.43	7	-	43	29	14	14	3.00
11. Math	11	-	-	18	64	18	4.00	11	-	-	46	46	9	3.64
12. Sciences	15	-	7	27	40	27	3.87	14	-	14	79	7	-	2.93
13. Music	18	-	-	22	22	56	4.33	18	-	6	33	56	6	3.61
14. Soc Sci	11	-	18	27	27	27	3.64	11	18	9	36	27	9	3.00
15. EMR	58	2	-	5	24	69	4.59	58	-	2	14	64	21	4.03
16. H.I.	17	-	-	12	18	71	4.59	16	-	6	13	63	19	3.94
17. LBD/Elem	124	-	-	4	18	78	4.74	121	-	2	15	55	29	4.11
18. Sph&HrTh	30	-	-	-	3	97	4.97	30	-	-	-	40	60	4.60
Total	544	1	4	12	26	58	4.36	535	1	5	32	45	17	3.74
Teaching Field														
1. Elem	126	1	2	11	30	56	4.37	122	-	3	43	43	11	3.61
2. Sec Ed	70	-	6	26	37	31	3.94	68	3	6	59	25	7	3.28
3. Spec Ed	229	0	-	4	18	77	4.72	225	-	1	12	56	31	4.16
4. Specialize	118	3	10	19	31	36	3.87	119	3	10	42	40	5	3.35
Teaching Location														
1. Rural	237	1	6	12	30	51	4.24	237	1	6	35	42	17	3.69
2. Suburban	245	1	2	11	20	66	4.47	238	1	4	28	48	19	3.80
3. Urban	53	2	-	15	34	49	4.28	52	-	4	33	54	10	3.69
Yrs. Taught?														
1. 1	92	2	3	17	17	60	4.29	90	1	7	39	46	8	3.52
2. 2	120	1	3	12	31	53	4.33	118	2	3	33	47	15	3.70
3. 3	102	2	3	8	33	54	4.34	101	1	3	36	42	19	3.74
4. 4	103	1	5	12	27	55	4.31	102	1	5	25	53	17	3.79
5. 5	120	-	3	12	20	65	4.47	117	-	4	28	42	26	3.89

Section C
Teachers' Perceived Need For and Proficiency In
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Item Teacher's Ability To: 7. (After diagnosis)... make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes ....

	Responses (In Percents)													
		1 = Low		Need	5 = High			1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	9	22	11	44	11	11	2.78	9	11	22	33	33	-	2.89
2. Business	24	4	4	17	38	38	4.00	24	4	13	38	42	4	3.29
3. Dist Ed	11	-	-	9	64	27	4.18	11	-	9	73	18	-	3.09
4. Elem	119	1	4	11	32	52	4.30	115	-	7	46	37	10	3.50
5. English	26	-	8	19	42	31	3.92	25	-	12	44	36	8	3.40
6. HPE	27	-	7	22	44	26	3.89	26	-	8	46	46	-	3.38
7. Home Ec	14	-	7	14	43	36	4.07	14	-	7	43	36	14	3.57
8. Ind Ed	12	-	8	42	17	33	3.75	12	-	8	83	8	-	3.00
9. Fgn Lang	8	-	13	13	38	38	4.00	8	-	-	63	25	13	3.50
10. LEM	6	17	17	33	33	-	2.83	6	-	33	50	-	17	3.00
11. Math	11	-	-	27	64	9	3.82	11	9	-	55	36	-	3.18
12. Sciences	14	-	7	36	29	29	3.79	14	-	14	71	14	-	3.00
13. Music	18	-	-	28	28	44	4.17	18	-	-	28	67	6	3.78
14. Soc Sci	11	-	18	27	27	27	3.64	11	18	27	36	9	9	2.64
15. EMR	58	2	2	2	26	69	4.59	57	-	2	23	58	18	3.91
16. H.I.	17	-	-	12	6	82	4.71	16	-	-	38	50	13	3.75
17. LBD/Elem	126	-	-	4	21	75	4.71	123	-	2	21	59	18	3.93
18. Sph&HrTh	30	-	-	-	7	93	4.93	30	-	-	10	57	33	4.23
Total	541	1	4	12	29	54	4.32	530	1	6	36	45	12	3.61
Teaching Field														
1. Elem	123	1	6	11	32	50	4.25	118	-	7	47	37	9	3.49
2. Sec Ed	69	-	7	25	41	28	3.88	69	4	12	52	26	6	3.17
3. Spec Ed	231	0	0	4	20	76	4.70	226	-	1	21	58	20	3.96
4. Specialize	117	3	5	24	36	32	3.87	116	2	10	47	37	4	3.32
Teaching Location														
1. Rural	235	1	4	14	31	50	4.23	233	1	6	39	42	12	3.58
2. Suburban	243	1	3	11	26	58	4.38	239	1	6	33	46	13	3.64
3. Urban	54	2	2	13	32	52	4.30	51	-	2	39	51	8	3.65
Yrs. Taught?														
1. 1	91	1	3	12	28	56	4.34	90	-	10	34	42	13	3.59
2. 2	119	1	5	11	30	53	4.29	117	2	8	42	42	7	3.44
3. 3	101	2	5	8	31	55	4.31	97	1	6	35	49	9	3.59
4. 4	101	1	2	18	30	50	4.25	100	-	5	39	40	16	3.67
5. 5	122	1	3	14	25	57	4.36	119	2	2	32	49	16	3.76

Section C
Teachers' Perceived Need For and Proficiency In
28 Competency Areas

Item Teacher's Ability To: 8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc. ....

	Responses (In Percents)													
		1 = Low		Need		5 = High			1 = Low		Proficiency		5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	-	-	-	40	60	4.60	10	-	-	-	30	70	4.70
2. Business	24	-	4	8	17	71	4.54	24	-	-	13	38	50	4.38
3. Dist Ed	12	-	-	8	17	75	4.67	12	-	-	17	25	58	4.42
4. Elem	119	2	-	11	26	61	4.45	116	-	-	10	30	60	4.51
5. English	27	-	7	7	11	74	4.52	26	-	4	-	27	69	4.62
6. HPE	30	3	3	10	17	67	4.40	30	-	-	3	33	63	4.60
7. Home Ec	14	-	-	-	21	79	4.79	14	-	-	7	29	64	4.57
8. Ind Ed	12	-	-	8	25	67	4.58	12	-	-	-	58	42	4.42
9. Fgn Lang	8	-	-	-	-	100	5.00	8	-	-	13	25	63	4.50
10. LEM	7	-	-	-	14	86	4.86	7	-	-	14	43	43	4.29
11. Math	11	-	9	18	46	27	3.91	11	-	-	-	64	36	4.36
12. Sciences	15	-	-	13	27	60	4.47	15	-	-	7	53	40	4.33
13. Music	18	-	-	6	11	83	4.78	18	-	-	22	22	56	4.33
14. Soc Sci	12	-	-	8	25	67	4.58	12	-	-	8	33	58	4.50
15. EMR	57	-	2	5	25	68	4.60	57	-	-	14	33	53	4.39
16. H.I.	17	-	-	-	18	82	4.82	15	-	-	-	47	53	4.53
17. LBD/Elem	125	-	-	6	17	78	4.72	123	-	-	4	40	56	4.52
18. Sph&HrTh	30	-	-	-	7	93	4.93	30	-	-	-	33	67	4.67
Total	548	1	1	7	20	71	4.61	540	-	-	7	35	57	4.50
Teaching Field														
1. Elem	125	2	-	11	26	61	4.42	121	-	-	9	30	61	4.52
2. Sec Ed	72	-	4	10	21	65	4.47	72	-	1	4	39	56	4.49
3. Spec Ed	229	-	0	4	18	78	4.72	225	-	-	6	38	56	4.51
4. Specialize	121	-	2	6	19	74	4.64	121	-	-	10	35	55	4.45
Teaching Location														
1. Rural	239	1	1	7	24	67	4.56	238	-	-	9	36	55	4.46
2. Suburban	246	-	2	6	17	76	4.67	242	-	0	5	36	58	4.52
3. Urban	54	2	-	13	17	69	4.50	53	-	-	11	28	60	4.49
Yrs. Taught?														
1. 1	93	-	2	9	15	74	4.61	91	-	1	4	40	55	4.48
2. 2	120	-	2	8	19	71	4.59	119	-	-	7	36	57	4.50
3. 3	103	-	2	6	28	64	4.54	101	-	-	7	36	57	4.50
4. 4	103	1	-	7	22	70	4.60	102	-	-	12	36	52	4.40
5. 5	122	2	-	5	16	77	4.67	120	-	-	6	33	62	4.56

Section C
Teachers' Perceived Need For and Proficiency In 28 Competency Areas

Item Teacher's Ability To: 9. Motivate student achievement via modeling, reinforcement, provision of success experience, appeal to student interests, etc. ....

	Responses (In Percents)													
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	-	-	-	30	70	4.70	10	-	-	10	40	50	4.40
2. Business	24	-	-	-	13	88	4.88	24	-	-	17	58	25	4.08
3. Dist Ed	12	-	-	-	17	83	4.83	12	-	8	25	67	-	3.58
4. Elem	120	2	-	3	22	74	4.67	116	-	-	13	51	36	4.23
5. English	27	-	-	11	19	70	4.59	26	-	-	31	39	31	4.00
6. HPE	30	3	-	3	27	67	4.53	30	-	-	7	73	20	4.13
7. Home Ec	14	-	-	7	14	79	4.71	14	-	7	21	43	29	3.93
8. Ind Ed	12	-	-	-	33	67	4.67	11	-	-	18	46	36	4.18
9. Fgn Lang	8	-	-	-	13	88	4.88	8	-	-	25	50	25	4.00
10. LEM	7	-	14	43	-	43	3.71	7	-	-	57	29	14	3.57
11. Math	11	-	18	27	9	46	3.82	11	-	-	55	27	18	3.64
12. Sciences	15	-	-	13	47	40	4.27	15	-	-	33	60	7	3.73
13. Music	18	-	-	-	22	78	4.78	17	-	-	29	53	18	3.88
14. Soc Sci	12	-	-	-	25	75	4.75	12	-	-	25	50	25	4.00
15. EMR	57	2	-	-	16	83	4.77	56	-	-	16	59	25	4.09
16. H.I.	17	-	-	-	12	88	4.88	16	-	-	25	56	19	3.94
17. LBD/Elem	125	-	-	2	17	81	4.78	123	-	-	15	54	31	4.15
18. Sph&HrTh	30	-	-	-	17	83	4.83	30	-	-	17	40	43	4.27
Total	549	1	1	4	19	76	4.69	538	-	-	19	52	29	4.10
Teaching Field														
1. Elem	126	2	-	2	21	74	4.62	121	-	-	13	50	36	4.23
2. Sec Ed	72	-	3	11	24	63	4.46	72	-	-	33	44	22	3.89
3. Spec Ed	229	0	-	1	16	82	4.79	225	-	-	16	54	30	4.13
4. Specialize	121	-	1	4	21	74	4.69	119	-	2	19	56	23	4.00
Teaching Location														
1. Rural	239	1	0	4	25	70	4.62	236	-	1	20	52	28	4.07
2. Suburban	246	0	1	3	15	81	4.74	241	-	-	19	52	30	4.11
3. Urban	55	2	-	2	16	80	4.73	54	-	-	13	54	33	4.20
Yrs. Taught?														
1. 1	93	-	1	5	14	80	4.72	90	-	-	21	48	31	4.10
2. 2	121	1	-	3	22	75	4.70	118	-	-	25	48	27	4.03
3. 3	103	-	-	6	18	77	4.71	101	-	1	14	53	33	4.17
4. 4	102	1	-	4	19	77	4.70	101	-	1	14	63	22	4.06
5. 5	123	2	2	1	24	72	4.63	121	-	-	19	50	31	4.12

Section C
Teachers' Perceived Need For and Proficiency In
28 Competency Areas

Item Teacher's Ability To: 10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc. ....

		Responses (In Percents)												
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	20	-	-	50	30	3.70	10	10	-	10	70	10	3.70
2. Business	24	4	4	25	42	25	3.79	24	4	8	38	46	4	3.38
3. Dist Ed	12	-	-	25	33	42	4.17	12	-	-	75	17	8	3.33
4. Elem	117	2	1	14	38	46	4.26	114	-	7	41	40	11	3.56
5. English	27	4	-	22	33	41	4.07	26	-	27	42	27	4	3.08
6. HPE	29	3	3	31	31	31	3.83	28	4	11	36	43	7	3.39
7. Home Ec	14	-	7	7	29	57	4.36	14	-	7	64	21	7	3.29
8. Ind Ed	12	-	17	25	8	50	3.92	12	-	-	42	42	17	3.75
9. Fgn Lang	8	-	13	38	25	25	3.63	8	-	25	63	-	13	3.00
10. LEM	7	-	29	43	-	29	3.29	6	-	17	33	33	17	3.50
11. Math	11	-	9	36	27	27	3.73	11	-	9	55	27	9	3.36
12. Sciences	14	-	7	36	36	21	3.71	14	-	21	64	14	-	2.93
13. Music	18	-	11	22	50	17	3.72	16	-	6	50	31	13	3.50
14. Soc Sci	12	-	8	17	33	42	4.08	12	-	25	25	33	17	3.42
15. EMR	57	2	-	2	4	93	4.86	55	-	2	9	47	42	4.29
16. H.I.	17	-	-	6	24	71	4.65	16	-	6	38	31	25	3.75
17. LBD/Elem	126	-	1	4	18	78	4.72	122	-	1	24	35	40	4.15
18. Sph&HrTh	28	-	4	7	7	82	4.68	29	-	3	14	48	35	4.14
Total	543	2	3	14	26	56	4.32	529	1	7	34	37	22	3.73
Teaching Field														
1. Elem	122	2	2	14	37	46	4.24	117	-	7	41	40	12	3.57
2. Sec Ed	71	1	6	27	32	34	3.92	71	-	23	48	23	7	3.14
3. Spec Ed	228	0	1	4	13	82	4.75	222	-	2	19	40	39	4.16
4. Specialize	121	3	7	24	34	32	3.85	118	3	7	44	38	9	3.43
Teaching Location														
1. Rural	237	1	5	14	30	50	4.24	234	1	9	35	36	19	3.63
2. Suburban	243	2	2	15	20	62	4.38	237	0	5	32	39	24	3.80
3. Urban	54	4	-	9	30	57	4.37	50	-	4	34	36	26	3.84
Yrs. Taught?														
1. 1	93	2	4	13	28	53	4.25	88	-	7	35	40	18	3.69
2. 2	118	1	3	12	27	58	4.38	118	-	9	32	43	15	3.64
3. 3	101	2	2	14	24	58	4.35	96	2	5	37	30	26	3.73
4. 4	102	2	1	20	23	55	4.27	100	-	3	38	37	22	3.78
5. 5	122	1	5	12	25	57	4.34	120	1	9	29	34	27	3.77

Section C
Teachers' Perceived Need For and Proficiency In 28 Competency Areas

Item   Teacher's Ability To: 11. Teach reading in your grade or subject area....

Responses (In Percents)

		Need: 1 = Low				5 = High		Proficiency: 1 = Low					5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	9	56	22	22	-	-	1.67	9	33	22	44	-	-	2.11
2. Business	24	13	33	38	13	4	2.63	24	13	8	58	17	4	2.92
3. Dist Ed	11	-	36	36	18	9	3.00	11	-	36	55	9	-	2.73
4. Elem	117	4	3	3	12	78	4.56	115	2	1	23	51	24	3.94
5. English	24	-	4	8	33	54	4.38	23	4	4	30	26	35	3.83
6. HPE	26	39	19	23	8	12	2.35	23	30	4	26	39	-	2.74
7. Home Ec	14	7	14	36	29	14	3.29	13	8	8	39	31	15	3.38
8. Ind Ed	12	8	8	50	17	17	3.25	12	8	8	50	17	17	3.25
9. Fgn Lang	7	14	14	29	14	29	3.29	7	-	-	57	43	-	3.43
10. LEM	5	40	-	40	-	20	2.60	5	-	20	40	40	-	3.20
11. Math	10	30	40	20	10	-	2.10	10	-	20	40	40	-	3.20
12. Sciences	15	20	20	27	33	-	2.73	14	14	21	50	14	-	2.64
13. Music	14	50	21	14	-	14	2.07	13	31	15	8	23	23	2.92
14. Soc Sci	10	10	20	20	20	30	3.40	10	20	20	40	10	10	2.70
15. EMR	55	2	-	2	16	80	4.73	54	2	9	28	46	15	3.63
16. H.I.	17	-	-	-	12	88	4.88	16	-	-	19	69	13	3.94
17. LBD/Elem	124	-	-	4	12	84	4.80	122	2	3	24	53	20	3.86
18. Sph&HrTh	17	77	6	12	6	-	1.47	16	63	13	19	6	-	1.69
Total	511	11	8	12	14	56	3.95	497	8	7	29	40	16	3.50
Teaching Field														
1. Elem	121	6	3	4	12	75	4.47	117	3	1	22	50	23	3.89
2. Sec Ed	65	12	17	17	26	28	3.40	64	8	13	41	25	14	3.25
3. Spec Ed	213	7	1	4	13	77	4.52	208	6	5	24	49	16	3.64
4. Specialize	111	24	22	32	12	10	2.61	107	16	13	41	22	8	2.93
Teaching Location														
1. Rural	219	14	9	13	15	50	3.77	213	11	5	32	38	15	3.41
2. Suburban	230	9	8	10	13	60	4.06	225	6	9	27	43	15	3.52
3. Urban	53	8	4	11	9	68	4.26	51	4	6	28	39	24	3.73
Yrs. Taught?														
1. 1	87	17	8	9	12	54	3.77	85	11	8	27	34	20	3.45
2. 2	113	11	6	12	14	58	4.02	110	7	9	25	46	13	3.48
3. 3	88	10	13	14	13	51	3.82	84	8	2	36	36	18	3.52
4. 4	100	9	9	13	15	54	3.96	98	7	6	35	39	13	3.45
5. 5	117	9	5	12	14	60	4.09	114	7	7	26	45	15	3.54

Section C
Teachers' Perceived Need For and Proficiency In
28 Competency Areas

Item Teacher's Ability To: 12. Prepare teacher made tests and evaluate/report pupil progress....

		Responses (In Percents)												
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	9	22	11	22	33	11	3.00	9	11	-	33	44	11	3.44
2. Business	24	-	-	-	29	71	4.71	24	-	-	13	54	33	4.21
3. Dist Ed	12	-	-	-	17	83	4.83	12	-	-	25	50	25	4.00
4. Elem	117	3	4	7	35	51	4.28	114	-	4	18	51	28	4.04
5. English	26	-	4	8	15	73	4.58	25	-	-	12	44	44	4.32
6. HPE	28	7	7	11	25	50	4.04	27	-	-	19	67	15	3.96
7. Home Ec	14	-	-	-	36	64	4.64	14	-	-	7	64	29	4.21
8. Ind Ed	12	-	8	8	33	50	4.25	12	-	17	-	50	33	4.00
9. Fgn Lang	8	-	-	-	25	75	4.75	8	-	-	-	75	25	4.25
10. LEM	6	33	-	33	17	17	2.83	6	-	-	50	50	-	3.50
11. Math	11	-	-	18	36	46	4.27	11	-	-	18	55	27	4.09
12. Sciences	15	-	-	-	33	67	4.67	15	-	7	-	67	27	4.13
13. Music	18	11	17	22	17	33	3.44	17	6	6	18	47	24	3.76
14. Soc Sci	11	-	-	-	18	82	4.82	11	-	-	-	46	55	4.55
15. EMR	58	2	2	16	41	40	4.16	57	-	5	23	60	12	3.79
16. H.I.	17	-	6	-	41	53	4.41	16	-	-	31	63	6	3.75
17. LBD/Elem	124	-	-	13	38	49	4.36	122	1	-	24	50	25	3.99
18. Sph&HrTh	29	3	3	28	24	41	3.97	29	3	-	35	38	24	3.78
Total	539	2	3	11	33	52	4.28	529	1	2	20	53	25	3.99
Teaching Field														
1. Elem	121	3	5	7	34	51	4.26	116	-	3	18	51	28	4.03
2. Sec Ed	70	-	1	6	24	69	4.60	70	-	1	7	54	37	4.27
3. Spec Ed	228	1	1	15	37	46	4.25	224	1	1	25	51	21	3.90
4. Specialize	119	6	5	9	27	53	4.16	118	2	3	17	56	23	3.96
Teaching Location														
1. Rural	23	3	4	12	31	50	4.20	230	2	2	17	54	26	3.99
2. Suburban	245	2	2	7	33	56	4.38	241	-	2	20	54	24	3.99
3. Urban	52	2	2	19	35	42	4.13	50	-	-	24	48	28	4.04
Yrs. Taught?														
1. 1	91	4	4	9	30	53	4.22	90	-	6	22	51	21	3.88
2. 2	119	3	2	8	30	57	4.38	117	2	2	16	53	27	4.03
3. 3	98	2	4	8	38	48	4.26	95	-	3	15	57	25	4.04
4. 4	101	2	1	10	32	55	4.38	100	-	1	16	59	24	4.06
5. 5	123	2	3	16	33	46	4.19	120	2	-	28	45	26	3.93

Section C
Teachers' Perceived Need For and Proficiency In 28 Competency Areas

Item Teacher's Ability To: 13. Understand and utilize standardized tests ....

Responses (In Percents)

		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	8	75	13	13	-	-	1.38	8	50	25	25	-	-	1.75
2. Business	24	8	21	17	42	13	3.29	24	4	29	33	33	-	2.96
3. Dist Ed	12	17	-	33	25	25	3.42	12	-	17	42	25	17	3.42
4. Elem	118	5	6	22	33	34	3.85	116	2	10	35	39	16	3.57
5. English	27	-	26	33	30	11	3.26	25	4	16	48	32	-	3.08
6. HPE	28	14	4	43	25	14	3.21	26	-	8	58	31	4	3.31
7. Home Ec	14	14	29	36	14	7	2.71	14	14	14	43	21	7	2.93
8. Ind Ed	12	25	25	33	17	-	2.42	12	25	25	33	8	8	2.50
9. Fgn Lang	7	29	14	-	29	29	3.14	7	14	-	43	14	29	3.43
10. LEM	6	50	33	17	-	-	1.67	6	17	50	17	17	-	2.33
11. Math	11	9	27	36	18	9	2.91	11	9	9	9	73	-	3.45
12. Sciences	15	7	40	40	13	-	2.60	14	14	21	50	7	7	2.71
13. Music	15	60	13	13	13	-	1.80	14	43	-	21	29	7	2.57
14. Soc Sci	11	9	18	46	18	9	3.00	11	9	18	55	9	9	2.91
15. EMR	58	3	3	17	40	36	4.02	58	-	5	38	35	22	3.74
16. H.I.	17	6	6	35	24	29	3.65	16	-	-	44	44	13	3.69
17. LBD/Elem	125	-	2	18	24	55	4.32	123	1	1	25	46	28	3.98
18. Sph&HrTh	30	-	-	3	10	87	4.83	30	-	-	7	40	53	4.47
Total	538	8	9	23	26	33	3.67	527	5	9	33	36	18	3.52
Teaching Field														
1. Elem	121	6	7	22	33	33	3.79	119	2	9	36	38	15	3.55
2. Sec Ed	70	7	26	34	23	10	3.03	68	9	15	43	28	6	3.07
3. Spec Ed	230	1	3	17	27	52	4.26	227	0	2	27	42	29	3.69
4. Specialize	114	26	15	28	21	10	2.73	112	15	19	37	24	5	2.86
Teaching Location														
1. Rural	230	11	11	23	21	34	3.55	227	5	11	34	30	22	3.52
2. Suburban	246	8	7	20	33	33	3.76	241	6	8	31	42	14	3.50
3. Urban	53	2	11	34	21	32	3.70	51	2	2	41	35	20	3.69
Yrs. Taught?														
1. 1	93	13	14	19	27	27	3.41	91	8	13	30	37	12	3.33
2. 2	119	10	9	19	26	36	3.69	117	8	9	26	38	21	3.55
3. 3	97	9	7	23	28	33	3.68	93	3	12	39	31	15	3.43
4. 4	101	5	7	30	24	35	3.76	100	4	6	39	33	18	3.55
5. 5	121	6	10	23	27	34	3.74	119	3	6	34	38	20	3.67

Section C
Teachers' Perceived Need For and Proficiency In
28 Competency Areas

Item Teacher's Ability To: 14. Communicate effectively with parents and students regarding student progress....

	Responses (In Percents)													
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	10	20	30	10	30	3.30	10	10	-	30	20	40	3.80
2. Business	23	-	4	4	26	65	4.52	23	-	-	30	39	30	4.00
3. Dist Ed	12	-	-	8	17	75	4.67	12	-	-	25	42	33	4.08
4. Elem	119	1	2	4	11	82	4.72	114	-	-	21	51	28	4.07
5. English	27	-	4	4	19	74	4.63	25	-	4	12	40	44	4.24
6. HPE	28	-	-	11	29	61	4.50	27	-	-	11	63	26	4.15
7. Home Ec	14	-	-	-	43	57	4.57	13	-	-	23	39	39	4.15
8. Ind Ed	12	-	-	-	50	50	4.50	12	-	-	25	50	25	4.00
9. Fgn Lang	8	-	-	13	25	63	4.50	8	-	-	13	75	13	4.00
10. LEM	7	29	29	29	-	14	2.43	7	-	43	29	29	-	2.86
11. Math	11	-	-	9	64	27	4.18	10	-	-	20	50	30	4.10
12. Sciences	15	-	-	13	47	40	4.27	15	-	7	40	40	13	3.60
13. Music	18	-	-	11	17	72	4.61	17	-	-	24	41	35	4.12
14. Soc Sci	11	-	9	-	9	82	4.64	11	-	-	9	46	46	4.36
15. EMR	57	-	2	-	18	81	4.77	57	-	2	14	40	44	4.26
16. H.I.	17	-	-	-	6	94	4.94	16	-	-	13	44	44	4.31
17. LBD/Elem	124	-	-	2	14	85	4.83	121	1	-	14	47	38	4.21
18. Sph&HrTh	30	-	-	-	10	90	4.90	30	-	-	10	40	50	4.40
Total	543	1	2	4	18	75	4.65	528	-	1	18	46	35	4.13
Teaching Field														
1. Elem	124	1	2	5	12	81	4.70	117	-	-	22	50	28	4.06
2. Sec Ed	71	-	3	6	31	61	4.49	69	-	3	19	46	32	4.07
3. Spec Ed	228	-	0	1	14	85	4.82	224	0	0	13	44	42	4.26
4. Specialize	119	3	4	9	25	59	4.34	117	1	3	22	45	29	3.99
Teaching Location														
1. Rural	235	1	3	6	23	68	4.54	229	0	2	20	48	29	4.03
2. Suburban	247	-	2	4	15	80	4.73	241	0	0	16	46	38	4.20
3. Urban	52	2	-	4	12	83	4.73	50	-	-	20	36	44	4.24
Yrs. Taught?														
1. 1	93	2	3	7	17	71	4.52	91	-	4	15	50	31	4.07
2. 2	120	-	2	3	18	78	4.73	116	-	-	21	42	37	4.16
3. 3	99	-	1	7	20	72	4.63	95	-	-	22	46	32	4.09
4. 4	103	1	1	3	18	78	4.70	100	1	1	19	44	35	4.11
5. 5	121	1	3	4	18	74	4.63	119	1	1	13	49	34	4.18

Section C
Teachers' Perceived Need For and Proficiency In
28 Competency Areas

Item Teacher's Ability To: 15. Be aware of the possible parallels and inconsistencies between your views or beliefs of the aims and goals of education and those of your school....

		Responses (In Percents)												
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	-	30	20	30	20	3.40	10	-	-	40	40	20	3.80
2. Business	24	17	4	29	25	25	3.38	24	4	4	46	38	8	3.42
3. Dist Ed	12	-	-	8	67	25	4.17	12	-	-	25	50	25	4.00
4. Elem	119	2	6	33	38	22	3.72	118	1	4	42	42	12	3.59
5. English	27	4	-	26	41	30	3.93	25	-	-	20	56	24	4.04
6. HPE	28	4	4	18	50	25	3.89	27	-	-	26	67	7	3.81
7. Home Ec	13	-	15	69	-	15	3.15	13	-	8	62	23	8	3.31
8. Ind Ed	11	-	-	36	27	36	4.00	11	-	9	46	46	-	3.36
9. Fgn Lang	8	-	-	25	63	13	3.88	8	-	-	25	50	25	4.00
10. LEM	7	-	-	29	57	14	3.86	7	-	-	43	43	14	3.71
11. Math	11	-	18	9	55	18	3.73	11	-	-	36	64	-	3.64
12. Sciences	15	7	7	20	47	20	3.67	15	7	-	27	40	27	3.80
13. Music	18	-	-	33	33	33	4.00	17	-	-	35	47	18	3.82
14. Soc Sci	12	-	-	33	33	33	4.00	12	-	-	-	67	33	4.33
15. EMR	58	-	5	38	38	19	3.71	57	-	-	51	35	14	3.63
16. H.I.	17	6	-	47			3.59	17	-	-	41	41	18	3.76
17. LBD/Elem	124	2	5	36	35	23	3.73	122	1	5	44	35	15	3.58
18. Sph&HrTh	30	10	3	43	30	13	3.33	28	-	7	61	25	7	3.32
Total	544	3	5	33	37	23	3.72	534	1	3	41	41	14	3.65
Teaching Field														
1. Elem	125	2	6	32	38	22	2.73	122	1	4	40	43	12	3.61
2. Sec Ed	72	3	4	22	46	25	3.86	71	1	-	21	55	23	3.97
3. Spec Ed	229	3	4	38	34	21	3.66	224	0	4	47	35	14	3.58
4. Specialize	117	3	5	31	36	25	3.74	116	1	3	41	45	11	3.63
Teaching Location														
1. Rural	238	4	4	33	37	22	3.69	232	1	3	40	40	16	3.65
2. Suburban	243	2	5	33	38	22	3.75	240	0	3	41	44	12	3.64
3. Urban	54	4	11	32	28	26	3.61	53	-	4	43	38	15	3.64
Yrs. Taught?														
1. 1	92	-	5	28	42	24	3.85	90	-	-	40	53	7	3.67
2. 2	118	3	5	31	34	27	3.76	116	2	5	41	37	15	3.58
3. 3	104	4	5	31	38	23	3.71	102	-	3	40	41	16	3.70
4. 4	101	2	4	34	39	22	3.74	100	-	2	39	40	19	3.76
5. 5	122	3	6	42	31	18	3.55	120	2	4	44	38	13	3.55

Item Teacher's Ability To: 16. Resolve the conflicts between your philosophical views and the actual day-to-day operations of your school....

	Responses (In Percents)													
		1 = Low		Need		5 = High			1 = Low		Proficiency		5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	-	10	70	10	10	3.20	10	-	-	50	30	20	3.70
2. Business	24	17	4	25	38	17	3.33	22	-	5	41	46	9	3.59
3. Dist Ed	12	8	8	17	33	33	3.75	12	8	-	42	42	8	3.42
4. Elem	119	3	8	25	35	19	3.82	118	1	4	41	40	14	3.63
5. English	27	7	-	33	26	33	3.78	25	-	12	32	40	16	3.60
6. HPE	28	4	4	18	46	29	3.93	27	4	-	22	56	19	3.85
7. Home Ec	14	-	14	50	21	14	3.36	14	-	14	43	36	7	3.36
8. Ind Ed	11	-	-	9	73	18	4.09	11	-	-	27	64	9	3.82
9. Fgn Lang	8	-	-	25	50	25	4.00	8	-	-	63	13	25	3.63
10. LEM	7	-	14	14	29	43	4.00	7	-	-	57	43	-	3.43
11. Math	11	-	9	55	18	18	3.45	11	-	-	55	27	20	3.64
12. Sciences	15	-	13	33	40	13	3.53	15	-	-	53	27	20	3.67
13. Music	18	6	-	28	22	44	4.00	17	-	6	35	47	12	3.65
14. Soc Sci	12	-	8	50	25	17	3.50	12	-	-	17	67	17	4.00
15. EMR	58	2	5	28	40	26	3.83	58	-	3	43	41	12	3.62
16. H.I.	17	6	6	29	12	47	3.88	17	-	-	18	65	18	4.00
17. LBD/Elem	124	2	6	29	38	25	3.77	122	1	3	40	47	10	3.62
18. Sph&HrTh	30	17	7	23	37	17	3.30	28	4	11	39	43	4	3.32
Total	545	4	6	29	35	26	3.73	534	1	4	39	44	13	3.63
Teaching Field														
1. Elem	125	2	8	24	36	30	3.82	122	1	4	39	40	16	3.66
2. Sec Ed	72	3	6	39	29	24	3.65	71	-	4	41	37	18	3.69
3. Spec Ed	229	4	6	28	36	26	3.73	225	1	4	39	47	10	3.72
4. Specialize	118	6	5	28	36	25	3.69	115	2	4	38	46	10	3.60
Teaching Location														
1. Rural	238	3	6	31	34	26	3.72	232	1	3	40	43	13	3.64
2. Suburban	244	5	5	26	40	24	3.74	240	1	5	37	47	11	3.61
3. Urban	54	6	7	32	20	35	3.72	53	-	2	51	30	17	3.62
Yrs. Taught?														
1. 1	92	4	4	22	40	29	3.86	91	1	4	34	48	12	3.66
2. 2	118	4	6	27	35	28	3.76	115	3	4	38	46	9	3.54
3. 3	104	5	6	29	36	25	3.70	101	-	4	38	47	12	3.66
4. 4	101	2	6	34	31	28	3.76	100	-	3	42	44	11	3.63
5. 5	123	4	8	33	33	22	3.61	121	1	3	43	36	17	3.65

Item Teacher's Ability To: 17. Understand the major principles of school law as they apply to areas such as due process, contracts, teaching liability, corporal punishment, etc....

Responses (In Percents)

		1 = Low		Need		5 = High		1 = Low		Proficiency		5 = High		
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	-	-	20	40	40	4.20	10	-	-	40	40	20	3.80
2. Business	23	-	-	17	48	35	4.17	22	-	27	23	41	9	3.32
3. Dist Ed	12	-	-	8	42	50	4.42	12	-	-	58	17	25	3.67
4. Elem	119	-	5	17	40	38	4.11	117	3	15	34	37	12	3.41
5. English	27	4	7	15	41	33	3.93	25	4	8	40	32	16	3.48
6. HPE	30	-	3	20	27	50	4.23	29	-	3	48	31	17	3.62
7. Home Ec	14	-	7	50	29	14	3.50	14	-	29	43	14	14	3.14
8. Ind Ed	12	8	-	17	50	25	3.83	12	-	8	33	42	17	3.67
9. Fgn Lang	8	-	-	38	38	25	3.88	8	13	13	38	25	13	3.13
10. LEM	7	-	-	29	43	29	4.00	7	-	29	43	14	14	3.14
11. Math	11	9	9	18	36	27	3.64	11	-	9	46	27	18	3.55
12. Sciences	15	-	13	13	47	27	3.87	15	-	-	53	40	7	3.53
13. Music	18	-	6	50	22	22	3.61	17	6	12	41	35	6	3.24
14. Soc Sci	12	-	8	42	25	25	3.67	12	-	-	25	50	25	4.00
15. EMR	58	-	-	19	31	50	4.31	58	-	7	33	47	14	3.67
16. H.I.	17	-	-	-	47	53	4.53	17	-	6	29	59	6	3.65
17. LBD/Elem	125	2	2	18	29	50	4.23	123	-	10	38	32	20	3.63
18. Sph&HrTh	30	-	3	3	20	73	4.63	30	3	3	20	37	37	4.00
Total	548	1	3	19	35	42	4.14	539	1	10	36	36	16	3.56
Teaching Field														
1. Elem	125	-	5	18	39	38	4.11	121	3	14	35	36	12	3.42
2. Sec Ed	72	3	8	21	39	29	3.83	71	3	6	41	35	16	3.55
3. Spec Ed	230	1	1	15	29	54	4.33	228	0	8	33	38	20	3.70
4. Specialize	120	1	3	27	37	33	3.99	118	1	14	41	31	14	3.43
Teaching Location														
1. Rural	239	0	3	18	35	43	4.16	235	1	10	37	37	15	3.56
2. Suburban	246	1	4	20	35	40	4.09	242	2	11	35	35	17	3.53
3. Urban	54	2	-	19	30	50	4.26	53	-	6	42	30	23	3.70
Yrs. Taught?														
1. 1	92	1	5	23	29	41	4.04	90	2	8	39	41	10	3.49
2. 2	121	1	6	17	32	45	4.14	119	1	13	38	34	14	3.47
3. 3	103	1	1	15	37	47	4.27	101	2	10	35	35	19	3.58
4. 4	102	1	3	25	38	33	4.00	101	2	9	40	39	11	3.48
5. 5	123	1	2	19	34	45	4.20	121	-	10	31	33	26	3.74

Item Teacher's Ability To: 18. Understand the major principles of school law as they relate to community/board/administration/staff relations, the local and state governance of the school, school finances, etc....

	Responses (In Percents)													
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	-	10	30	40	20	3.70	10	-	10	50	40	-	3.30
2. Business	23	-	-	22	61	17	3.96	22	5	23	18	46	9	3.32
3. Dist Ed	12	-	-	25	25	50	4.25	12	-	8	42	17	33	3.75
4. Elem	116	2	8	30	31	29	3.78	116	3	21	45	22	9	3.12
5. English	27	7	7	26	37	22	3.59	25	-	24	36	32	8	3.24
6. HPE	29	3	-	31	38	28	3.86	28	-	7	61	25	7	3.32
7. Home Ec	14	-	7	43	36	14	3.57	14	7	21	50	7	14	3.00
8. Ind Ed	12	8	-	33	33	25	3.67	12	8	8	33	33	17	3.42
9. Fgn Lang	8	-	-	38	38	25	3.88	8	25	-	38	25	13	3.00
10. LEM	7	-	-	29	43	29	4.00	7	-	-	57	29	14	3.57
11. Math	11	9	9	27	27	27	3.55	11	-	18	27	36	18	3.55
12. Sciences	15	7	20	33	33	7	3.13	15	7	20	33	40	-	3.07
13. Music	18	6	6	39	17	33	3.67	17	6	12	47	29	6	3.18
14. Soc Sci	12	-	-	58	33	8	3.50	12	-	-	33	50	17	3.83
15. EMR	58	-	3	45	31	21	3.69	58	3	17	47	26	7	3.16
16. H.I.	17	-	18	29	35	18	3.53	17	-	24	41	35	-	3.12
17. LBD/Elem	124	4	5	36	34	22	3.65	122	4	15	48	28	6	3.16
18. Sph&HrTh	30	7	10	33	30	20	3.47	30	7	17	53	17	7	3.00
Total	543	3	6	34	34	24	3.69	536	4	16	44	27	8	3.20
Teaching Field														
1. Elem	122	2	7	31	30	30	3.79	120	3	20	44	23	9	3.15
2. Sec Ed	72	6	8	33	35	18	3.51	71	4	16	34	37	10	3.32
3. Spec Ed	229	4	6	37	33	21	3.62	227	4	16	48	26	6	3.14
4. Specialize	119	2	3	31	39	26	3.85	117	3	13	44	28	11	3.31
Teaching Location														
1. Rural	238	3	5	32	35	26	3.75	234	3	12	47	27	10	3.28
2. Suburban	244	2	7	34	35	21	3.66	241	3	19	42	29	7	3.17
3. Urban	52	6	6	42	23	23	3.52	52	8	23	42	19	8	2.96
Yrs. Taught?														
1. 1	92	2	7	33	33	26	3.74	90	2	13	51	24	9	3.24
2. 2	118	6	6	26	31	31	3.75	116	7	19	41	22	11	3.11
3. 3	102	3	4	27	37	29	3.86	100	3	18	38	32	9	3.26
4. 4	101	1	6	46	32	16	3.55	101	4	16	46	30	5	3.16
5. 5	123	2	7	40	34	17	3.57	122	3	15	46	30	7	3.25

Item Teacher's Ability To: 19. Develop instructional objectives and strategies for a multicultural classroom setting; e.g., to accent ethnic awareness, development of positive inter-and-intra-group relations, development of teaching strategies based on due regard for bilinguality, etc............

	Responses (In Percents)													
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	20	30	40	10	-	2.40	10	10	30	40	20	-	2.70
2. Business	24	21	13	38	17	13	2.88	23	17	22	48	9	4	2.61
3. Dist Ed	12	17	17	42	8	17	2.92	12	17	17	33	33	-	2.83
4. Elem	116	12	11	31	23	24	3.33	114	9	11	51	20	9	3.09
5. English	26	15	8	39	23	15	3.15	24	8	13	38	38	4	3.17
6. HPE	27	19	19	22	19	22	3.07	26	12	8	39	27	15	3.27
7. Home Ec	13	8	23	39	15	15	3.08	13	8	23	39	15	15	3.08
8. Ind Ed	12	25	8	33	17	17	2.92	12	33	-	50	8	8	2.58
9. Fgn Lang	8	13	-	-	63	25	3.88	8	-	-	25	50	25	4.00
10. LEM	6	17	33	33	17	-	2.50	6	-	33	50	17	-	2.83
11. Math	11	27	27	18	9	18	2.64	10	-	20	60	-	20	3.20
12. Sciences	15	13	33	40	13	-	2.53	14	7	29	57	7	-	2.64
13. Music	16	44	25	13	-	19	2.25	15	27	13	40	20	-	2.53
14. Soc Sci	9	33	22	22	22	-	2.33	9	22	11	22	44	-	2.89
15. EMR	57	14	7	37	21	21	3.28	55	9	18	42	22	9	3.04
16. H.I.	16	13	13	31	31	13	3.19	15	7	20	40	20	13	3.13
17. LBD/Elem	122	7	19	31	27	16	3.25	120	8	17	46	23	7	3.05
18. Sph&HrTh	26	31	15	23	23	8	2.62	25	16	16	60	4	4	2.64
Total	526	15	15	31	22	17	3.09	511	10	16	46	21	8	3.00
Teaching Field														
1. Elem	121	13	12	30	23	22	3.30	117	9	11	50	21	9	3.11
2. Sec Ed	68	18	18	29	24	12	2.94	65	8	15	42	28	8	3.12
3. Spec Ed	221	13	15	32	25	16	3.16	215	9	17	46	21	7	3.01
4. Specialize	115	21	19	32	13	15	2.82	113	17	17	43	18	6	2.80
Teaching Location														
1. Rural	229	17	17	33	17	16	2.99	222	11	16	48	18	7	2.93
2. Suburban	237	15	16	30	25	14	3.07	231	10	16	45	21	8	3.01
3. Urban	51	8	9	29	28	26	3.53	50	6	16	40	30	8	3.18
Yrs. Taught?														
1. 1	88	13	21	23	18	26	3.25	85	8	7	45	26	14	3.31
2. 2	118	14	18	32	22	14	3.03	116	14	17	46	19	4	2.83
3. 3	97	17	12	36	19	17	3.06	94	7	16	52	18	6	3.00
4. 4	98	15	13	29	26	17	3.16	95	11	14	41	27	7	3.07
5. 5	118	17	14	33	24	12	2.99	115	11	20	44	17	8	2.90

Section 3
Teachers' Perceived Need For and Proficiency In 28 Competency Areas

43.

Item Teacher's Ability To: 20. Use classroom time effectively....

		Responses (In Percents)												
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	-	-	-	40	60	4.60	10	-	-	20	30	50	4.30
2. Business	24	-	-	-	25	75	4.75	23	-	4	9	70	17	4.00
3. Dist Ed	12	-	-	8	8	83	4.75	12	-	17	17	42	25	3.75
4. Elem	119	1	1	4	13	82	4.73	117	-	2	16	54	28	4.09
5. English	26	-	-	8	4	89	4.81	25	-	4	12	44	40	4.20
6. HPE	29	-	-	3	10	86	4.83	29	-	-	7	66	28	4.21
7. Home Ec	14	-	-	-	21	79	4.79	14	-	7	7	50	36	4.14
8. Ind Ed	12	-	-	17	42	42	4.25	12	-	-	8	75	17	4.08
9. Fgn Lang	8	-	-	-	13	88	4.88	8	-	-	-	50	50	4.50
10. LEM	7	-	-	-	29	71	4.71	7	-	-	29	57	14	3.86
11. Math	11	-	-	-	9	91	4.91	11	-	-	9	82	9	4.00
12. Sciences	15	-	-	-	27	73	4.73	15	-	-	13	67	20	4.07
13. Music	18	-	-	-	6	94	4.94	17	-	6	12	41	41	4.18
14. Soc Sci	11	-	-	9	9	82	4.73	11	-	-	9	55	36	4.27
15. EMR	58	-	-	5	14	81	4.76	58	-	2	17	59	22	4.02
16. H.I.	17	-	-	-	6	94	4.94	17	-	-	18	53	29	4.12
17. LBD/Elem	125	-	-	2	15	83	4.82	123	-	-	18	57	25	4.07
18. Sph&HrTh	30	-	-	-	7	93	4.93	30	-	-	23	57	20	3.97
Total	546			3	14	82	4.78	539	-	2	15	56	27	4.08
Teaching Field														
1. Elem	125	1	1	5	12	82	4.73	122	-	2	16	53	30	4.11
2. Sec Ed	70	-	-	4	11	84	4.80	70	-	1	10	57	31	4.19
3. Spec Ed	230	-	-	2	14	84	4.82	228	-	0	18	57	24	4.05
4. Specialize	120	-	-	3	20	78	4.75	118	-	4	12	57	27	4.07
Teaching Location														
1. Rural	237	0	-	4	15	81	4.76	232	-	2	16	53	28	4.09
2. Suburban	246	-	-	3	13	83	4.80	244	-	1	13	62	25	4.09
3. Urban	54	-	2	-	13	85	4.81	54	-	2	24	44	30	4.02
Yrs. Taught?														
1. 1	91	-	-	3	15	81	4.78	90	-	6	20	54	20	3.89
2. 2	120	-	-	3	9	88	4.84	118	-	1	18	52	30	4.10
3. 3	103	-	-	3	21	76	4.73	101	-	1	15	57	27	4.10
4. 4	102	-	1	3	14	82	4.77	101	-	-	16	59	25	4.09
5. 5	123	1	-	3	13	83	4.77	122	-	2	10	59	30	4.16

Section C
Teachers' Perceived Need For and Proficiency In
28 Competency Areas

Item Teacher's Ability To: 21. Apply effective questioning/thinking skills...

Responses (In Percents)

		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	**N**	**1**	**2**	**3**	**4**	**5**	**Mean**	**N**	**1**	**2**	**3**	**4**	**5**	**Mean**
1. Art	10	-	-	10	60	30	4.20	10	-	-	20	50	30	4.10
2. Business	24	-	-	8	29	63	4.54	23	-	4	13	52	30	4.09
3. Dist Ed	12	-	-	-	50	50	4.50	12	-	8	42	42	8	3.50
4. Elem	116	1	-	5	23	70	4.63	111	-	-	24	56	20	3.95
5. English	27	-	-	4	15	82	4.78	26	-	4	27	42	27	3.92
6. HPE	29	3	3	-	21	72	4.55	28	-	-	21	46	32	4.11
7. Home Ec	14	-	-	-	29	71	4.71	14	7	-	14	57	21	3.86
8. Ind Ed	12	8	-	8	25	58	4.25	11	9	-	9	46	36	4.00
9. Fgn Lang	8	-	-	-	50	50	4.50	8	-	-	25	63	13	3.88
10. LEM	7	-	-	14	29	57	4.43	7	-	-	57	29	14	3.57
11. Math	11	-	-	9	27	64	4.55	11	-	-	9	73	18	4.09
12. Sciences	14	-	-	-	36	64	4.64	14	-	7	29	50	14	3.71
13. Music	18	-	-	6	33	61	4.56	17	-	-	24	59	18	3.94
14. Soc Sci	11	-	-	-	9	91	4.91	11	-	-	18	18	64	4.45
15. EMR	57	2	4	9	33	53	4.32	57	-	5	25	47	23	3.88
16. H.I.	17	-	6	-	29	65	4.53	16	-	-	31	44	25	3.94
17. LBD/Elem	122	-	-	3	27	70	4.66	117	-	3	24	53	21	3.91
18. Sph&HrTh	30	7	3	7	40	43	4.10	28	-	4	32	46	18	3.79
Total	539	1	1	5	28	65	4.55	521	-	2	24	51	23	3.93
Teaching Field														
1. Elem	122	1	1	5	23	71	4.61	116	-	-	24	54	22	3.97
2. Sec Ed	70	-	-	3	24	73	4.70	70	-	3	23	47	27	3.99
3. Spec Ed	226	1	2	5	31	62	4.49	219	-	3	26	50	22	3.89
4. Specialize	120	2	-	5	33	61	4.51	116	2	2	22	51	23	3.92
Teaching Location														
1. Rural	235	1	1	6	27	65	4.54	224	0	2	28	47	23	3.90
2. Suburban	243	1	0	3	28	68	4.60	236	0	2	20	55	23	3.98
3. Urban	52	-	4	8	35	54	4.38	52	-	4	27	46	23	3.88
Yrs. Taught?														
1. 1	91	-	-	7	23	70	4.64	90	-	3	28	50	19	3.84
2. 2	118	2	-	3	26	70	4.62	116	1	2	24	49	24	3.94
3. 3	101	1	-	5	27	67	4.59	95	-	2	25	48	24	3.95
4. 4	100	-	3	3	27	67	4.58	96	1	3	19	51	26	3.98
5. 5	122	2	2	6	38	53	4.39	118	-	1	26	53	20	3.92

Section C
Teachers' Perceived Need For and Proficiency In
28 Competency Areas

Item Teacher's Ability To: 22. Establish teachable moments, i.e., establish situation where everything "jells" ....

	Responses (In Percents)													
		1 = Low		Need	5 = High			1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	-	-	30	40	30	4.00	10	-	-	40	30	30	3.90
2. Business	24	4	-	4	46	46	4.29	23	4	-	30	52	13	3.70
3. Dist Ed	12	-	-	-	33	67	4.67	12	-	17	33	42	8	3.42
4. Elem	116	1	1	14	34	51	4.33	114	1	2	32	48	18	3.80
5. English	27	-	-	7	22	70	4.63	26	-	-	39	42	19	3.81
6. HPE	29	-	3	3	45	48	4.38	29	-	-	28	62	10	3.83
7. Home Ec	13	-	-	-	46	54	4.54	13	-	-	23	46	31	4.08
8. Ind Ed	10	-	-	30	40	30	4.00	10	-	-	50	40	10	3.60
9. Fgn Lang	8	-	-	-	13	88	4.88	8	-	-	13	63	25	4.13
10. LEM	6	17	-	17	50	17	3.50	5	-	-	60	40	-	3.40
11. Math	11	-	9	9	27	55	4.27	11	-	9	18	73	-	3.64
12. Sciences	15	-	-	-	40	60	4.60	15	-	7	40	40	13	3.60
13. Music	18	-	-	6	39	56	4.50	17	-	-	35	41	24	3.88
14. Soc Sci	11	-	-	9	18	43	4.64	11	-	-	18	27	55	4.36
15. EMR	56	2	4	7	38	50	4.30	56	-	4	32	46	18	3.79
16. H.I.	16	-	-	6	31	63	4.56	16	-	-	25	63	13	3.88
17. LBD/Elem	121	-	-	10	29	61	4.51	119	-	2	32	50	17	3.82
18. Sph&HrTh	26	8	-	23	31	39	3.92	24	-	-	58	38	4	3.46
Total	529	1	1	10	34	54	4.39	519	-	2	33	48	17	3.79
Teaching Field														
1. Elem	122	1	1	14	34	51	4.33	119	1	2	32	48	18	3.80
2. Sec Ed	71	-	1	6	25	68	4.59	71	-	3	30	47	21	3.86
3. Spec Ed	219	1	1	11	32	55	4.39	215	-	2	34	48	16	3.78
4. Specialize	116	2	1	8	42	47	4.33	113	1	2	34	49	15	3.75
Teaching Location														
1. Rural	229	1	-	12	33	53	4.37	223	-	2	34	49	15	3.77
2. Suburban	238	1	1	8	32	58	4.45	234	0	2	31	47	20	3.84
3. Urban	53	2	4	9	40	45	4.23	53	2	2	36	51	9	3.64
Yrs. Taught?														
1. 1	90	2	1	13	37	47	4.24	88	1	5	38	39	18	3.68
2. 2	116	1	-	5	34	60	4.53	114	-	1	33	53	14	3.80
3. 3	101	1	1	7	37	55	4.43	98	-	2	30	57	11	3.78
4. 4	99	-	2	13	31	54	4.36	97	1	2	29	52	17	3.80
5. 5	116	1	1	13	29	56	4.39	116	-	1	37	40	22	3.84

Section C
Teachers' Perceived Need For and Proficiency In
28 Competency Areas

Item Teacher's Ability To: 23. Teach physical education in your grade or subject area.....

		Responses (In Percents)												
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	7	100	-	-	-	-	1.00	6	83	17	-	-	-	1.17
2. Business	24	88	8	4	-	-	1.17	20	70	15	10	-	5	1.55
3. Dist Ed	9	100	-	-	-	-	1.00	9	89	-	11	-	-	1.22
4. Elem	115	48	13	22	10	7	2.16	108	18	17	42	18	7	2.79
5. English	23	96	4	-	-	-	1.04	18	83	11	-	6	-	1.28
6. HPE	28	7	7	4	4	79	4.39	28	-	-	4	29	68	4.64
7. Home Ec	13	77	8	8	8	-	1.46	13	77	8	-	15	-	1.54
8. Ind Ed	8	75	13	13	-	-	1.38	8	38	25	25	13	-	2.13
9. Fgn Lang	4	100	-	-	-	-	1.00	4	75	-	25	-	-	1.50
10. LEM	5	100	-	-	-	-	1.00	4	100	-	-	-	-	1.00
11. Math	9	79	-	11	11	-	1.56	8	50	13	13	-	25	2.38
12. Sciences	14	71	14	14	-	-	1.43	12	33	17	25	17	8	2.50
13. Music	14	64	7	7	21	-	1.86	13	62	8	-	31	-	2.00
14. Soc Sci	9	89	11	-	-	-	1.11	8	75	-	-	25	-	1.75
15. EMR	56	50	16	16	13	5	2.07	53	23	17	40	17	4	2.62
16. H.I.	17	41	24	18	6	12	2.24	15	7	33	27	27	7	2.93
17. LBD/Elem	119	49	17	25	3	7	2.02	113	23	22	40	14	1	2.48
18. Sph&HrTh	19	90	11	-	-	-	1.11	18	83	11	-	6	-	1.28
Total	493	58	12	15	6	9	1.95	458	34	16	28	15	7	2.46
Teaching Field														
1. Elem	121	47	12	21	10	10	2.23	113	17	16	40	17	11	2.88
2. Sec Ed	58	86	7	5	2	-	1.22	50	64	10	10	10	6	1.84
3. Spec Ed	211	52	17	20	5	6	1.95	199	27	21	35	15	3	2.45
4. Specialize	102	67	6	5	5	18	2.01	95	55	8	6	16	15	2.27
Teaching Location														
1. Rural	210	63	11	14	5	7	1.83	196	36	17	27	13	7	2.37
2. Suburban	222	57	13	16	6	9	1.97	204	36	11	28	18	7	2.49
3. Urban	52	46	15	14	8	17	2.35	50	24	28	22	14	12	2.62
Yrs. Taught?														
1. 1	85	58	7	18	8	9	2.05	78	39	12	30	14	6	2.39
2. 2	110	61	13	15	6	6	1.84	102	40	22	22	13	4	2.19
3. 3	86	56	8	15	6	15	2.16	81	33	11	26	15	15	2.67
4. 4	96	58	18	10	5	8	1.88	89	35	16	26	18	6	2.44
5. 5	109	58	15	17	4	6	1.86	102	28	17	33	16	7	2.58

Section C
Teachers' Perceived Need For and Proficiency In 28 Competency Areas

Item Teacher's Ability To: 24. Teach music at your grade level.....

		Responses (In Percents)												
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	7	100	-	-	-	-	1.00	6	83	17	-	-	-	1.17
2. Business	24	92	8	-	-	-	1.08	20	80	10	5	5	-	1.35
3. Dist Ed	9	100	-	-	-	-	1.00	9	89	-	11	-	-	1.22
4. Elem	111	50	14	18	12	7	2.14	105	27	21	27	15	11	2.62
5. English	22	91	5	-	5	-	1.18	17	82	6	6	-	6	1.41
6. HPE	24	79	13	4	4	-	1.33	23	61	17	13	9	-	1.70
7. Home Ec	13	92	8	-	-	-	1.08	13	92	8	-	-	-	1.08
8. Ind Ed	8	100	-	-	-	-	1.00	9	75	25	-	-	-	1.25
9. Fgn Lang	4	75	-	25	-	-	1.50	4	75	-	25	-	-	1.50
10. LEM	5	100	-	-	-	-	1.00	4	75	25	-	-	-	1.25
11. Math	9	79	11	-	11	-	1.44	7	57	14	-	14	14	2.14
12. Sciences	14	100	-	-	-	-	1.00	12	83	-	17	-	-	1.33
13. Music	18	-	-	-	-	100	5.00	17	-	-	-	6	94	4.94
14. Soc Sci	8	100	-	-	-	-	1.00	7	100	-	-	-	-	1.00
15. EMR	56	46	21	18	11	4	2.04	55	31	22	31	15	2	2.35
16. H.I.	15	47	20	13	7	13	2.20	14	36	29	21	7	7	2.21
17. LBD/Elem	117	55	18	19	4	4	1.85	113	31	19	37	13	-	2.33
18. Sph&HrTh	18	89	11	-	-	-	1.11	16	81	13	6	-	-	1.25
Total	482	63	13	12	6	7	1.82	450	44	16	22	10	7	2.18
Teaching Field														
1. Elem	115	50	13	18	12	7	2.14	108	27	20	27	16	10	2.62
2. Sec Ed	56	91	4	2	4	-	1.18	47	81	4	9	2	4	1.45
3. Spec Ed	206	55	18	17	6	4	1.84	198	35	20	32	12	1	2.24
4. Specialize	104	77	6	-	-	17	1.75	96	65	12	4	3	17	1.96
Teaching Location														
1. Rural	208	63	12	11	5	10	1.86	196	43	16	21	10	10	2.27
2. Suburban	216	63	14	12	5	6	1.76	199	48	12	24	11	6	2.15
3. Urban	49	63	4	14	14	4	1.92	47	36	36	17	9	2	2.04
Yrs. Taught?														
1. 1	85	58	9	15	6	12	2.05	77	46	9	22	14	9	2.32
2. 2	105	63	14	11	5	7	1.78	101	44	21	20	11	5	2.13
3. 3	83	61	8	13	7	10	1.95	77	43	18	18	10	10	2.27
4. 4	93	63	17	7	7	7	1.75	87	52	14	22	8	5	2.00
5. 5	109	67	13	13	4	4	1.64	102	40	19	28	7	7	2.22

Section C
Teachers' Perceived Need For and Proficiency In
28 Competency Areas

Item Teacher's Ability To: 25. Teach art at your grade level.........

Responses (In Percents)

		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	10	-	-	-	90	4.60	10	-	-	-	20	80	4.80
2. Business	24	79	13	8	-	-	1.29	20	70	15	10	5	-	1.50
3. Dist Ed	9	89	-	11	-	-	1.22	9	89	-	11	-	-	1.22
4. Elem	110	32	11	19	23	16	2.79	104	13	17	31	26	14	3.11
5. English	21	91	5	-	5	-	1.19	15	80	7	13	-	-	1.33
6. HPE	23	70	17	4	4	4	1.57	22	73	14	9	-	5	1.50
7. Home Ec	13	62	23	-	15	-	1.69	13	69	15	8	8	-	1.54
8. Ind Ed	8	25	-	50	25	-	2.75	8	13	13	38	38	-	3.00
9. Fgn Lang	4	100	-	-	-	-	1.00	4	75	25	-	-	-	1.25
10. LEM	5	100	-	-	-	-	1.00	4	75	25	-	-	-	1.25
11. Math	9	78	11	11	-	-	1.33	7	71	-	-	-	29	2.14
12. Sciences	14	79	7	14	-	-	1.36	12	75	8	17	-	-	1.42
13. Music	14	71	7	14	7	-	1.57	13	54	8	23	8	8	2.08
14. Soc Sci	8	88	-	13	-	-	1.25	7	86	-	-	14	-	1.43
15. EMR	56	32	16	23	21	7	2.55	54	22	6	44	22	6	2.83
16. H.I.	16	19	25	19	13	25	3.00	14	21	-	21	43	14	3.29
17. LBD/Elem	116	35	17	28	11	9	2.42	112	19	15	39	24	3	2.77
18. Sph&HrTh	18	89	11	-	-	-	1.11	16	81	13	6	-	-	1.25
Total	478	48	13	18	12	9	2.23	444	35	12	27	18	8	2.52
Teaching Field														
1. Elem	114	33	11	18	23	16	2.79	107	14	18	30	25	13	3.06
2. Sec Ed	55	86	6	7	2	-	1.25	45	78	7	9	2	4	1.49
3. Spec Ed	205	38	17	24	13	8	2.38	195	25	11	37	23	4	2.69
4. Specialize	103	66	11	10	5	9	1.80	96	58	10	13	8	10	2.02
Teaching Location														
1. Rural	206	51	11	14	14	11	2.23	192	39	12	24	18	8	2.44
2. Suburban	213	47	14	19	11	9	2.21	196	34	10	29	20	8	2.59
3. Urban	50	46	10	22	14	8	2.28	48	29	21	29	15	6	2.48
Yrs. Taught?														
1. 1	84	43	13	17	18	10	2.38	77	30	12	23	25	10	2.74
2. 2	103	52	16	14	12	7	2.05	98	41	13	22	17	6	2.35
3. 3	80	46	13	20	10	11	2.28	74	37	12	27	16	8	2.47
4. 4	95	46	15	17	12	11	2.25	88	38	7	34	16	6	2.45
5. 5	110	51	9	21	10	9	2.17	102	31	17	28	16	9	2.54

Section C
Teachers' Perceived Need For and Proficiency In
28 Competency Areas

Item Teacher's Ability To: 26. Encourage and facilitate the development of children's social skills and enhanced self-concepts..............

		Responses (In Percents)												
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	-	-	20	40	40	4.20	10	-	-	30	30	40	4.10
2. Business	24	-	13	25	33	29	3.79	23	-	9	35	48	9	3.57
3. Dist Ed	12	-	-	17	33	50	4.33	12	-	8	17	42	33	4.00
4. Elem	119	1	2	8	19	71	4.58	115	-	2	15	52	31	4.13
5. English	27	4	-	-	44	52	4.41	26	-	4	23	35	39	4.08
6. HPE	30	3	-	-	23	73	4.63	30	-	3	7	63	27	4.13
7. Home Ec	13	-	-	-	31	69	4.69	13	-	-	8	46	46	4.38
8. Ind Ed	9	11	-	22	33	33	3.78	9	11	-	11	78	-	3.56
9. Fgn Lang	8	-	-	-	50	50	4.50	8	-	-	50	13	38	3.88
10. LEM	7	-	14	29	43	14	3.57	7	-	14	43	29	14	3.43
11. Math	11	-	-	18	64	18	4.00	10	-	-	40	50	10	3.70
12. Sciences	15	-	-	20	53	27	4.07	15	-	7	67	20	7	3.27
13. Music	17	-	-	12	29	59	4.47	16	-	-	13	56	31	4.19
14. Soc Sci	11	-	-	-	18	82	4.82	11	-	-	9	36	55	4.45
15. EMR	56	2	-	-	18	80	4.75	56	-	-	9	52	39	4.30
16. H.I.	17	-	-	-	12	88	4.88	17	-	6	6	47	41	4.24
17. LBD/Elem	125	-	1	5	15	79	4.73	123	-	-	20	51	29	4.10
18. Sph&HrTh	29	-	-	14	52	35	4.21	30	3	-	30	57	10	3.70
Total	540	1	1	7	26	65	4.52	531	-	2	19	49	29	4.05
Teaching Field														
1. Elem	125	2	2	7	18	70	4.23	120	-	2	14	51	33	4.16
2. Sec Ed	71	-	-	47	47	47	4.39	70	-	3	36	31	30	3.89
3. Spec Ed	227	0	0	4	21	74	4.67	226	0	0	17	52	30	4.11
4. Specialize	116	1	3	14	31	51	4.28	114	1	4	19	54	22	3.91
Teaching Location														
1. Rural	235	1	2	11	26	60	4.23	231	0	3	23	44	29	3.40
2. Suburban	242	1	0	5	26	67	4.57	238	0	2	17	52	29	4.08
3. Urban	54	-	2	4	24	70	4.63	53	-	-	13	57	30	4.17
Yrs. Taught?														
1. 1	91	1	1	10	23	65	4.49	90	1	3	19	50	27	3.98
2. 2	118	1	-	8	25	66	4.56	117	1	1	20	52	27	4.03
3. 3	102	-	2	6	28	65	4.55	100	-	3	14	52	31	4.11
4. 4	100	1	2	6	26	65	4.52	98	-	1	22	49	28	4.03
5. 5	122	2	2	8	25	63	4.47	119	-	2	22	42	35	4.09

Section C
Teachers' Perceived Need For and Proficiency In
28 Competency Areas

Item Teacher's Ability To: 27. Adequately challenge your gifted/talented students........

	Responses (In Percents)													
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	-	10	10	50	30	4.00	10	-	-	30	40	30	4.00
2. Business	24	4	8	17	42	29	3.83	22	-	5	50	46	-	3.41
3. Dist Ed	12	17	-	8	42	33	3.75	12	17	8	42	33	-	2.92
4. Elem	117	6	3	15	30	47	4.09	113	4	10	43	39	4	3.31
5. English	27	7	-	7	30	56	4.26	26	8	-	42	35	15	3.50
6. HPE	29	14	-	21	41	24	3.62	27	7	7	33	37	15	3.44
7. Home Ec	14	-	-	7	43	50	4.43	14	7	-	43	36	14	3.50
8. Ind Ed	10	-	10	20	40	30	3.90	10	-	10	20	50	20	3.80
9. Fgn Lang	8	-	-	-	63	38	4.38	8	-	24	50	-	25	3.25
10. LEM	7	14	14	14	29	29	3.43	7	14	14	29	29	14	3.14
11. Math	11	-	-	18	55	27	4.09	11	-	9	46	27	18	3.55
12. Sciences	15	-	-	20	40	40	4.20	15	-	-	53	47	-	3.47
13. Music	18	-	6	11	28	56	4.33	17	-	6	24	53	18	3.82
14. Soc Sci	10	-	-	20	30	50	4.30	10	-	20	40	40	-	3.20
15. EMR	44	52	5	9	21	14	2.39	42	21	10	45	21	2	2.74
16. H.I.	17	6	-	24	47	24	3.82	17	-	6	65	24	6	3.29
17. LBD/Elem	115	21	10	17	26	27	3.29	111	12	10	46	27	5	3.05
18. Sph&HrTh	25	32	8	28	24	8	2.68	21	24	14	24	33	5	2.81
Total	513	14	5	15	32	34	3.67	493	8	9	42	34	8	3.24
Teaching Field														
1. Elem	123	7	2	15	30	46	4.06	118	3	9	42	39	6	3.35
2. Sec Ed	70	3	-	11	40	46	4.26	70	3	7	46	33	11	3.43
3. Spec Ed	201	28	8	17	26	21	3.04	190	14	10	45	26	5	2.97
4. Specialize	118	5	5	14	40	36	3.96	114	5	6	36	41	11	3.47
Teaching Location														
1. Rural	228	11	7	15	32	36	3.74	218	9	7	42	33	9	3.25
2. Suburban	224	15	3	16	34	33	3.65	217	7	11	42	34	7	3.22
3. Urban	53	25	4	17	25	30	3.32	50	6	6	44	38	6	3.32
Yrs. Taught?														
1. 1	89	10	7	17	29	37	3.76	88	5	8	44	36	7	3.33
2. 2	115	9	6	15	32	38	3.85	109	6	10	47	31	6	3.19
3. 3	93	11	2	15	37	36	3.84	91	7	10	41	36	7	3.26
4. 4	97	18	2	18	32	31	3.57	94	13	5	43	31	9	3.17
5. 5	112	23	5	13	30	29	3.38	105	10	10	37	33	11	3.26

Item Teacher's Ability To: 28. Adequately teach handicapped pupils who have been or may be "mainstreamed" into your classroom................

		Responses (In Percents)												
		1 = Low		Need		5 = High		1 = Low		Proficiency			5 = High	
Major	N	1	2	3	4	5	Mean	N	1	2	3	4	5	Mean
1. Art	10	-	-	20	40	40	4.20	10	-	30	20	40	10	3.30
2. Business	24	8	8	21	38	25	3.63	23	9	9	44	35	4	3.17
3. Dist Ed	11	18	-	9	27	46	3.82	11	18	-	36	36	4	3.18
4. Elem	116	8	7	13	26	47	3.97	115	5	11	40	33	10	3.32
5. English	25	16	-	16	16	52	3.88	22	9	18	27	41	5	3.14
6. HPE	28	4	4	14	21	57	4.25	26	-	8	19	50	23	3.88
7. Home Ec	14	7	-	-	36	57	4.36	14	7	7	14	50	21	3.71
8. Ind Ed	11	-	9	9	64	18	3.91	11	-	9	18	64	9	3.73
9. Fgn Lang	7	-	-	29	43	29	4.00	7	-	14	43	14	29	3.57
10. LEM	7	14	-	14	57	14	3.57	7	14	-	43	29	14	3.29
11. Math	10	10	10	30	20	30	3.50	10	-	10	50	20	20	3.50
12. Sciences	15	-	7	20	53	20	3.87	15	-	-	80	7	13	3.33
13. Music	17	-	6	18	29	47	4.18	16	-	13	19	56	13	3.69
14. Soc Sci	11	18	9	-	9	64	3.91	10	10	-	50	30	10	3.30
15. EMR	49	18	6	4	8	63	3.92	46	7	4	9	28	52	4.15
16. H.I.	15	7	-	-	20	73	4.53	14	-	-	-	36	64	4.64
17. LBD/Elem	110	6	3	2	9	80	4.54	108	2	1	11	34	52	4.33
18. Sph&HrTh	27	11	-	-	11	78	4.44	28	14	4	14	36	32	3.68
Total	507	9	4	10	22	56	4.12	493	5	7	26	35	27	3.73
Teaching Field														
1. Elem	122	7	7	13	26	46	3.96	120	5	11	38	34	12	3.37
2. Sec Ed	67	10	5	18	27	40	3.82	64	5	9	48	25	13	3.31
3. Spec Ed	201	10	3	2	10	75	4.35	195	5	2	10	33	50	4.22
4. Specialize	116	5	3	14	35	42	4.06	113	5	10	27	45	12	3.50
Teaching Location														
1. Rural	225	8	5	10	24	53	4.11	220	6	7	26	36	25	3.65
2. Suburban	224	9	5	9	20	59	4.15	218	4	7	28	31	30	3.76
3. Urban	50	14	2	8	24	52	3.98	47	4	4	17	47	28	3.89
Yrs. Taught?														
1. 1	90	9	4	11	27	49	4.02	88	3	14	32	33	18	3.49
2. 2	115	8	5	8	19	60	4.18	114	6	7	24	40	24	3.68
3. 3	94	7	3	9	26	55	4.18	92	5	5	27	33	29	3.75
4. 4	95	11	4	10	20	56	4.06	90	4	2	29	32	32	3.86
5. 5	106	8	5	11	20	57	4.13	102	5	7	21	35	32	3.83

Section C

Where Were the Proficiencies Developed?

For each of the 28 competency areas discussed in Section B, the teachers were asked to note up to three sources (or contributors) that were most responsible for their perceived proficiency levels.

The nine areas or sources they had to choose from were:

1. Pre-student teaching field experience
2. Student teaching
3. Clinical Laboratory (2nd floor of Education Building)
4. Other course work and experiences at BGSU
5. First year teaching experience
6. Teaching experience after first year
7. Inservice training
8. Other teachers
9. Supervisors and/or administrators

For Competency Item 1, "Prepare and develop lesson plans and teaching units," the data in Table 4 reveal that 48 percent of the 550 teachers gave student teaching the "most" credit for developing their proficiency in this area, another 32% gave student teaching 2nd most credit, and another 13% gave it 3rd most -- in all, 93% of the teachers gave student teaching 1st, 2nd, or 3rd most credit for developing their proficiencies in the area of lesson plans and teaching units. The other seven percent of the teachers did not mark student teaching as their 1st, 2nd, or 3rd primary contributor to their proficiencies. It may also be observed that a total of 74% of the teachers (17% + 27% + 30%) gave their first year of teaching experience 1st, 2nd, or 3rd most credit for developing this proficiency.

Table 4

Where Were the Proficiencies Developed?

Code and Possible Contributors (Sources)

1 - Pre-student teaching field experience	5 - First year teaching experience
2 - Student Teaching	6 - Teaching experience after first year
3 - Clinical Laboratory (2nd floor of Education Building)	7 - Inservice training
4 - Other course work and experience at BGSU	8 - Other teachers
	9 - Supervisors and/or administrators

Item		Responses in Percents for Total Group*									
			Sources								
		N	1	2	3	4	5	6	7	8	9
1. Prepare and develop lesson plans and teaching units.	Most	550	17	48	0	10	17	6	0	1	1
	2nd Most	537	9	32	0	15	27	9	0	6	2
	3rd Most	486	10	13	1	16	30	13	1	11	5
			36	93	1	41	74	28	1	18	8
2. Deal with pupil behavior problems.	Most	545	4	20	0	3	46	20	2	4	2
	2nd Most	535	2	27	1	4	28	20	2	11	4
	3rd Most	490	7	26	0	8	10	14	4	23	8
			13	73	1	15	84	54	8	38	14
3. Select, prepare, and effectively utilize educational media.	Most	538	8	24	4	20	24	12	2	6	1
	2nd Most	502	6	24	3	8	28	13	4	11	4
	3rd Most	440	8	19	4	12	18	13	7	17	2
			22	67	11	40	70	38	13	34	7
4. Analyze and evaluate your teaching performance skills.	Most	540	9	37	1	5	20	13	1	3	10
	2nd Most	518	7	24	0	9	27	13	3	8	10
	3rd Most	471	9	17	0	10	18	14	4	11	17
			25	78	1	24	65	40	8	22	37
5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils.	Most	523	4	21	0	5	29	23	3	5	11
	2nd Most	482	4	22	0	6	28	19	4	9	8
	3rd Most	409	7	23	1	10	13	14	5	15	14
			15	66	1	21	70	56	12	29	33
6. Diagnose pupil problems (via testing instruments, observational techniques, etc.)	Most	527	4	16	2	19	28	20	4	4	4
	2nd Most	494	5	19	2	12	23	20	6	10	5
	3rd Most	438	6	19	1	11	19	12	8	14	10
			15	54	5	42	70	52	18	28	19
7. (After diagnosis)... make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes.	Most	525	4	13	2	16	29	22	3	7	5
	2nd Most	491	3	22	2	9	22	18	5	13	6
	3rd Most	420	6	22	1	8	16	13	9	15	10
			13	57	5	33	67	53	17	35	21
8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	Most	533	5	18	0	3	48	20	0	4	2
	2nd Most	505	3	24	0	2	30	28	1	9	5
	3rd Most	431	11	22	0	6	10	18	4	18	12
			19	64	0	11	88	66	5	31	19
9. Motivate student achievement via modeling, reinforcement, provision of success experience, appeal to student interests, etc.	Most	540	6	29	0	7	29	21	2	4	2
	2nd Most	523	5	24	1	5	33	19	4	8	1
	3rd Most	464	8	24	1	10	14	17	6	13	8
			19	77	2	22	76	57	12	25	[illegible]
10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.	Most	530	6	22	1	14	29	20	3	4	1
	2nd Most	493	4	25	1	9	28	18	3	8	3
	3rd Most	423	9	22	1	12	15	15	5	15	7
			19	69	3	35	72	53	11	27	[illegible]
11. Teach reading in your grade or subject area.	Most	464	11	17	0	20	24	18	3	5	2
	2nd Most	414	4	23	2	11	27	18	5	9	1
	3rd Most	358	8	20	0	13	18	15	6	15	6
			23	60	2	44	69	51	14	29	9
12. Prepare teacher made tests and evaluate/report pupil progress.	Most	526	5	23	1	23	29	16	1	2	1
	2nd Most	497	6	26	1	11	30	18	2	4	2
	3rd Most	428	6	22	2	18	19	17	2	12	2
			17	71	4	52	78	51	5	18	5
13. Understand and utilize standardized tests.	Most	506	6	11	3	39	17	14	2	4	4
	2nd Most	432	5	19	4	10	26	16	4	6	9
	3rd Most	362	7	13	1	13	18	19	7	12	10
			18	43	8	62	61	49	13	22	23
14. Communicate effectively with parents and students regarding student progress.	Most	534	3	9	1	2	54	24	0	4	3
	2nd Most	494	1	15	0	3	28	34	1	11	6
	3rd Most	394	4	23	1	9	5	15	6	20	18
			8	47	2	14	87	73	7	35	27
15. Be aware of the possible parallels and inconsistencies between your views or beliefs of the aims and goals of education and those of your school.	Most	514	1	7	0	12	44	24	1	4	6
	2nd Most	425	3	14	0	6	28	29	1	11	8
	3rd Most	330	5	23	0	8	12	13	4	21	14
			9	44	0	26	84	66	[illegible]	36	28

*If Findings By Major are Desired, Contact Office of Educational Research

Table 4 continued

Where Were the Proficiencies Developed?

Code and Possible Contributors (Sources)

1 - Pre-student teaching field experience
2 - Student Teaching
3 - Clinical Laboratory (2nd floor of Education Building)
4 - Other course work and experience at BGSU
5 - First year teaching experience
6 - Teaching experience after first year
7 - Inservice training
8 - Other teachers
9 - Supervisors and/or administrators

Item		Responses in Percents for Total Group*									
			Sources								
		N	1	2	3	4	5	6	7	8	9
16. Resolve the conflicts between your philosophical views and the actual day-to-day operations of your school.	Most	514	2	7	0	5	47	27	1	7	4
	2nd Most	419	1	14	0	3	28	34	1	12	7
	3rd Most	330	6	23	0	7	11	10	3	22	18
			9	44	0	15	86	71	5	41	29
17. Understand the major principles of school law as they apply to areas such as due process, contracts, teaching liability, corporal punishment, etc.	Most	530	3	5	1	36	23	14	3	7	9
	2nd Most	490	2	10	1	10	26	18	7	14	12
	3rd Most	397	3	13	0	16	16	14	8	14	17
			8	28	2	62	65	46	18	35	38
18. Understand the major principles of school law as they relate to community/board/administration/staff relations, the local and state governance of the school finances, etc.	Most	518	2	3	1	34	21	15	3	9	12
	2nd Most	469	1	9	1	10	26	19	6	15	13
	3rd Most	368	3	11	1	13	17	14	9	15	17
			6	23	3	57	64	48	18	39	42
19. Develop instructional objectives and strategies for a multicultural classroom setting, e.g., to accent ethnic awareness, development of positive inter-and intra-group relations, development of teaching strategies based on due regard for bilinguality, etc.	Most	446	7	19	1	29	21	16	3	3	2
	2nd Most	354	9	14	3	12	22	17	9	11	3
	3rd Most	294	7	15	1	14	18	13	5	15	11
			23	48	5	55	61	46	17	29	16
20. Use classroom time effectively.	Most	533	5	28	0	4	36	25	0	1	0
	2nd Most	501	5	22	0	4	38	24	1	4	2
	3rd Most	423	8	29	1	8	14	20	4	11	6
			18	79	1	16	88	69	5	16	8
21. Apply effective questioning/thinking skills.	Most	518	7	25	1	14	27	21	2	1	1
	2nd Most	487	6	26	1	8	33	20	2	3	1
	3rd Most	400	8	23	1	11	21	19	5	9	4
			21	74	3	33	81	60	9	13	6
22. Establish teachable moments, i.e., establish situation where everything "jells".	Most	506	3	20	1	5	41	28	1	1	1
	2nd Most	454	5	23	0	4	34	29	2	3	1
	3rd Most	367	8	36	0	10	13	16	2	11	3
			16	79	1	19	88	73	5	15	5
23. Teach physical education in your grade or subject area.	Most	330	10	12	0	55	12	7	0	4	0
	2nd Most	226	14	25	3	17	22	12	2	6	1
	3rd Most	170	13	19	2	9	16	18	4	16	2
			37	56	5	81	50	37	6	26	3
24. Teach music at your grade level.	Most	320	10	10	0	61	8	6	1	4	0
	2nd Most	216	13	26	2	15	21	13	2	7	1
	3rd Most	153	16	22	1	8	19	12	4	16	3
			39	58	3	84	48	31	7	27	4
25. Teach art at your grade level.	Most	336	10	11	0	54	13	8	1	4	0
	2nd Most	261	11	25	2	13	24	16	2	6	1
	3rd Most	192	10	22	0	9	18	16	6	18	1
			31	58	2	76	55	40	9	28	2
26. Encourage and facilitate the development of children's social skills and enhanced self-concepts.	Most	522	5	17	1	10	37	25	2	2	1
	2nd Most	488	4	23	0	8	30	23	4	6	1
	3rd Most	412	10	33	0	8	15	15	6	11	3
			19	73	1	26	82	63	12	19	5
27. Adequately challenge your gifted/talented students.	Most	450	5	12	0	15	28	25	6	6	1
	2nd Most	366	5	19	1	9	27	22	7	9	3
	3rd Most	291	7	22	1	15	10	13	8	17	8
			17	53	2	39	65	60	21	32	12
28. Adequately teach handicapped pupils who have been or may be "mainstreamed" into your classroom.	Most	446	4	14	1	18	33	25	3	3	0
	2nd Most	383	6	17	1	10	30	21	5	8	2
	3rd Most	320	5	25	2	14	14	14	7	15	5
			15	56	4	42	77	60	15	26	7

*If Findings By Major are Desired, Contact Office of Educational Research

The interested reader may continue with this general analysis schema for the other 27 competency areas.

An additional summary but somewhat coarser analysis of this data is presented in Table 5. The data in Table 5 attempts to summarize the relative importance that the teachers gave to the nine possible sources of their proficiency. Among other findings, data in this table reveal that there were 14 competency items or areas on which at least 60% of the teachers gave student teaching 1st, 2nd, or 3rd most credit for developing their proficiency (5 in the 60-69 plus 8 in the 70-79 plus 1 in the 90-94 percent intervals); 5 items on which at least 60% of teachers gave "other course work and experiences at BGSU" 1st, 2nd, or 3rd most credit; and 10 items on which at least 60% of the teachers gave 1st, 2nd, or 3rd most credit to "teaching experience after the first year" for developing their noted proficiencies. The data in this table vividly show that these teachers gave very little credit for their proficiency to such sources as the Clinical Lab (this may be due to very few of the "more experienced" teachers having been exposed to the lab), inservice education, and supervisors/administrators. The source "other teachers" was given somewhat higher credit than the aforementioned three.

As implied before, the interested reader may examine/analyze the data in other ways.

Table 5

Number of Competency Items Per Source To Which Total Percent of Teachers Gave Either 1st, 2nd, or 3rd Most Credit For Developing Their Proficiency

	Source of Proficiency								
Total Percent of Teachers	1 Pre S.T.*	2 St.Teach	3 Clin Lab	4 Other BGSU Course Work	5 1st Year	6 After 1st Year	7 Inservice	8 Other Teachers	9 Superviso Admin
90-99		1							
80-89		-		2	9				
70-79		8		1	8	3			
60-69		5		2	8	7			
50-59		7		3	2	8		-	-
49-49		5		5	1	6		1	1
30-39	4**	-		4	-	3		9	3
29-29	5	2		5		1	1	12	5
10-19	14	-	1	6			13	6	7
0-9	5	-	27	-			14	-	12
	28	28	28	28	28	28	28	28	28

**Example: There were 4 competency items on which between 30 and 39 percent of the teachers gave either 1st 2nd, or 3rd most credit for developing their level of proficiency to pre-student teaching field experiences. These four competency items were: #1, 36%; #23, 37%; #24, 39%; and #25, 31%.

*The nine sources are:

1. Pre-student teaching field experience
2. Student Teaching
3. Clinical Laboratory (2nd floor of Education Building)
4. Other course work and experience at BGSU
5. First year teaching experience
6. Teaching experience after first year
7. Inservice training
8. Other teachers
9. Supervisors and/or administrators

Teachers' Evaluations of Their BGSU (1) Academic/ Career Advising and (2) Instructional Materials

(This Report is Volume 4 of a 7 Volume Set of
Evaluation Reports Related to Teachers' Appraisals
of Their BGSU Preparation for the Teaching Profession
(Based on 552 1980-85 Graduates)

The other six volumes are:

- Volume 1. Evaluation Reports Related to Teachers' Appraisals of Their BGSU Preparation for the Teaching Profession
- Volume 2. Teachers' Evaluations of Selected BGSU Courses and Experiences (Based on 552 1980-85 Graduates)
- Volume 3. Teachers' Needs and Proficiencies in Selected Competencies -- Also, Where These Competencies Were Developed
- Volume 5. A Comparison of Teachers' Expectations and On-the-Job Realities for Selected Working Conditions
- Volume 6. The Concerns and Attitudes of Teachers Prepared at BGSU
- Volume 7. Teachers' Narrative Suggestions on How BGSU Can Better Prepare Teachers

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please return to: Fred L. Pigge,
Room 310, Education Building

Report Prepared for the Faculty of the Program Areas
College of Education and Allied Professions
Bowling Green State University

by

Office of Educational Research & Services
Fred L. Pigge, Director

Fall, 1986

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Foreword

A companion document entitled "Appraisals of the Performances of Teachers Prepared at Bowling Green State University" (OERS; Summer, 1986; 88 pages) was prepared and distributed to program leaders during the first week of September, 1986. This companion report presents evaluative performance summaries from 627 principals or supervisors of teachers who were prepared at BGSU during 1980-85. The primary purpose of this document was to report how BGSU's "products" were perceived to be performing in the field.

On the other hand, the present volume is one of seven that present summaries of how 552 former BGSU students who had one through five years teaching experience evaluated various segments/courses/ experiences of their BGSU teacher education programs. The titles of the present as well as the other six volumes are listed on the cover page of this report.

It should be noted that Section A is the same for each of the seven volumes. The description of the population, respondents, and the questionnaire, three items that are presented in Section A, permit each volume to stand on its own. "New" non-repeating material begins with Section B of each volume.

Teachers' Evaluations of Their BGSU
(1) Academic/Career Advising and (2) Instructional Materials

Overview

The initial section (A) of this report addresses the population, samples, and instrument. Section B of the present report presents how the teachers responded to Section D (page 5) of the questionnaire -- a set of five items which asked for evaluations of their academic and career advising at BGSU. Section B also presents data which permit comparisons between similar evaluations by group of 1975-80 graduates with the 1980-85 graduates who formed the sample for the present study.

Section C of the present report presents teachers' evaluations of the (1) Instructional Media Center, (2) Curriculum Library, and (3) Clinical Lab. These concerned evaluation items were housed in Section E (pages 5 and 6) of the questionnaire. Again, for many items specific evaluation comparisons between the 1980-85 teachers and an earlier group of 1975-80 teachers are presented.

Section A

The Questionnaire and Description of the Respondents

Population

The data in Table 1 indicate that for the five years between 1980 and 1984, inclusive, there were 3,422 graduates of BGSU who were qualified to receive State of Ohio Teaching Certificates. As of October, 1984, 1116 (33%) of these graduates were found to be teaching in the State of Ohio. This search, done by the Computer Services Division of the State Department of Education, keyed in on students' social security numbers furnished by BGSU and utilizing the October 1984 building principal reports. (Each building principal in the State is required to complete a report listing basic data on each of his/her teachers in October.)

Sample

In April and May, 1985, an eight page evaluative follow-up instrument was mailed to each of these 1116 teachers. A copy of this questionnaire is presented at the end of this Section A (page 9). The analyses and summaries of the teachers' (past BGSU students') responses to this questionnaire form the basis for the present document.

Respondents

Data in Table 2 reveal that 552 (49%) of the teachers completed the instrument. One reminder to non-respondents was sent approximately three weeks after the initial mailing.

Combining the information presented in Tables 1 and 2 and,

Table 1
Number of 1980 Through 1984 Graduates by Major and
Number and Percent Teaching in Ohio as of October, 1984

Major Code	Description	# of Grads 80-84	# 80-84 Grads Teaching in Ohio and Sent Questionnaire	% Working in Ohio
120	American Studies	4	0	0
130 & 135	Art	58	21	36
150,162,165	Business	145	41	28
155	Biology	41	14	34
205	Chemistry	6	3	50
217	Communications	16	6	38
220	Computer Science	11	1	9
225	Distributive Educ	47	17	36
245	Early Childhood	65	13	20
250	Earth Science	9	1	11
270	Elementary Education	810	236	29
274 & 275	P.E.I. (Elem Ed)	51	12	24
280	English	100	33	33
294	Environmental Science	6	1	17
305	French	11	4	36
340	Geography	3	1	33
360	German	7	4	57
405	HPER III	26	3	12
410	HPER II	17	3	18
415	Health	46	5	11
417	PE Plan III	105	32	30
418	PE Plan II	135	23	17
419	PE RH	2	0	0
420	History	25	3	12
440	Home Economics	82	30	37
450	Industrial Education	77	28	36
510	Journalism	11	6	55
540	Library & Ed Media	36	12	33
551 & 550	Math, Computer Sci	95	24	25
591	Music	226	54	24
640	Physics	4	2	50
650	Political Science	7	1	14
670	Psychology	21	2	10
820	Science Comprehensive	19	14	74
840	Social Studies	119	26	22
850	Spanish	22	9	41
852	MSPH/Elem	7	2	29
853	EMR/Elem	93	53	57
854	MSPH/EMR	93	32	34
856	HI/Elem	105	34	32
857	LBD/Elem	412	219	53
858	EMR	37	20	54
859	MSPH	12	3	25
860	Speech	37	4	11
861	LBD	3	1	33
862	Hearing Impaired	2	1	50
863	LBD/EMR/Elem	4	2	50
870	Speech&Hear Therapy	152	60	39
	TOTALS	3422	1116	33%

as an illustration, for the English majors, it may be observed from Table 1 that there were 100 English graduates between 1980 and 1984 and 33 (33%) of them were found to be teaching in Ohio during October, 1984. However, in Table 2 and for the English area, it may be observed that 49 questionnaires were sent to these teachers. The 49 graduates in the general English area were derived as follows: Communications (6), English (33), Journalism (6), and Speech (4). Similar groupings were done within other major areas, reducing the 48 specific entries in Table 1 to 18 general categories in Table 2. Findings of the teachers' ratings are presented by these 18 general program areas.

In addition, findings are also tabulated and presented by general teaching field (elementary, secondary education, specialized education and special education), by teaching location (rural, suburban, and urban), and by number of years of teaching experience (1 through 5).

Table 2
Numbers and Percents of Teacher and Principal Respondents

Major Area	Number of Questionnaires Sent to Teachers and Their Principals	Teachers		Principals	
		Number Received	Per-cent	Number Received	Per-cent
1. Art	21	11	52	9	43
2. Business	41	24	59	24	59
3. Dist Educ	17	12	71	9	53
4. Elementary	249	121	49	141	57
5. English	49	27	55	28	57
6. HPE	78	30	38	34	44
7. Home Ec	30	15	50	19	63
8. Ind Educ	28	12	43	18	64
9. Foreign Lang	17	8	47	13	76
10. L.E.M.	12	7	58	10	83
11. Math	25	11	44	20	80
12. Sciences	35	14	40	22	63
13. Music	54	18	33	14	26
14. Social Sci	33	12	36	14	42
15. EMR	112	58	52	70	63
16. H.I.	35	16	46	17	49
17. LBD/Elem	220	126	57	128	58
18. Sph & HrTh	60	30	50	37	62
TOTALS	1116	552	49	627	56

The teachers were also asked questions (Items A6 and A7) about how they would classify the school building in which they were teaching and how they would classify the building(s) where they attended high school. Responses to Item A6 revealed that there were about an equal number of our graduates teaching in rural (44%) and suburban (46%) schools while the other 10% were working in urban buildings. It may be noted that the various special education majors were by far the largest contributors to the number who were teaching in the urban buildings. The responses to Item A7 indicate that approximately half (53%) of the teachers had attended suburban high schools, approximately one-third (34%) rural high schools, and the remaining 13% (N=70) had attended urban high schools.

Table 2
Numbers and Percents of Teacher and Principal Respondents

Major Area	Number of Questionnaires Sent to Teachers and Their Principals	Teachers Number Received	Teachers Per-cent	Principals Number Received	Principals Pe ce
1. Art	21	11	52	9	4
2. Business	41	24	59	24	5
3. Dist Educ	17	12	71	9	5
4. Elementary	249	121	49	141	5
5. English	49	27	55	28	5
6. HPE	78	30	38	34	4
7. Home Ec	30	15	50	19	6
8. Ind Educ	28	12	43	18	6
9. Foreign Lang	17	8	47	13	7
10. L.E.M.	12	7	58	10	8
11. Math	25	11	44	20	8
12. Sciences	35	14	40	22	6
13. Music	54	18	33	14	2
14. Social Sci	33	12	36	14	4
15. EMR	112	58	52	70	6
16. H.I.	35	16	46	17	4
17. LBD/Elem	220	126	57	128	58
18. Sph & HrTh	60	30	50	37	6
TOTALS	1116	552	49	627	5

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Teachers' Responses to Items A6 and A7

SECTION A: Placement and Experience Data

		Responses (In Percents)						
		6. How would your school building be classified?			7. How would the high school you attended be classified?			
Major	N	Rural	Suburban	Urban	N	Rural	Suburban	Urban
1. Art	11	64	36	-	11	55	36	9
2. Business	24	42	46	13	24	46	42	13
3. Dist Ed	12	58	25	17	12	8	75	17
4. Elem	118	49	40	11	120	38	48	14
5. English	27	44	48	7	27	44	48	7
6. HPE	30	40	43	17	30	30	67	3
7. Home Ec	14	50	36	14	15	40	60	-
8. Ind Ed	12	50	50	-	12	50	42	8
9. Fgn Lang	8	50	50	-	8	25	75	-
10. LEM	7	71	29	-	7	43	43	14
11. Math	11	27	73	-	11	55	36	9
12. Sciences	14	64	36	-	14	21	71	7
13. Music	18	72	28	-	18	50	44	6
14. Soc Sci	12	42	58	-	11	27	55	18
15. EMR	58	28	59	14	58	16	60	24
16. H.I.	15	13	67	20	16	19	50	31
17. LBD/Elem	124	40	47	13	124	33	54	13
18. Sph&HrTh	29	52	45	3	30	37	50	13
Total	544	44	46	10	548	34	53	13

Item 10 in the first section (A) of the questionnaire inquired of the teachers' status regarding a masters degree. The analysis of the teachers' responses to this item revealed that 6% (approximate N of 30-35) of these teachers had their masters degrees, that approximately half (53%) had not taken any courses leading toward an advanced degree and that approximately one-fourth (26%) had taken 1 or 2 courses. Among the additional findings that are presented in relation to Item A10, it may be observed:

1. Teachers with more years of experience had made more progress toward masters degrees.
2. A greater proportion of suburban teachers than rural and urban teacher had their masters degrees.

Relative to the experience patterns of the teachers, the data indicate that there were approximately 95 first-year (17%), 120 second-year (22%), 105 third-year (19%), 105 fourth-year (19%), and 125 (23%) fifth-year teachers who responded to the various questionnaire items.

Item 10
What is your current status regarding a Masters degree?

	10. What is your current status regarding a Masters degree?						
Major	**N**	**1***	**2***	**3***	**4***	**5***	**6***
1. Art	11	36	46	-	-	18	-
2. Business	24	58	17	8	-	-	17
3. Dist Ed	12	75	17	-	-	8	-
4. Elem	121	53	27	6	2	3	9
5. English	27	44	22	7	15	11	-
6. HPE	30	63	17	-	7	10	3
7. Home Ec	15	60	20	7	7	7	-
8. Ind Ed	12	67	25	8	-	-	-
9. Fgn Lang	8	75	25	-	-	-	-
10. LEM	7	57	14	-	14	-	14
11. Math	11	64	18	-	9	-	9
12. Sciences	14	43	36	7	7	7	-
13. Music	18	83	6	6	6	-	-
14. Soc Sci	12	50	17	8	8	-	17
15. EMR	58	47	36	7	3	5	2
16. H.I.	16	50	31	6	6	-	6
17. LBD/Elem	126	47	28	6	4	8	8
18. Sph&HrTh	30	53	23	-	10	3	10
Total	552	53	26	5	5	5	6
Teaching Field							
1. Elem	127	54	26	6	2	5	9
2. Sec Ed	71	52	24	6	10	4	4
3. Spec Ed	230	48	30	5	5	6	7
4. Specialize	123	63	20	4	4	5	5
Teaching Location							
1. Rural	241	58	29	3	3	5	3
2. Suburban	248	48	23	7	5	6	11
3. Urban	55	53	27	6	7	6	2
Yrs. Taught?							
1. 1	94	82	12	1	-	-	5
2. 2	121	65	26	3	2	1	3
3. 3	105	51	34	3	5	4	3
4. 4	104	36	29	11	8	7	11
5. 5	123	36	26	7	7	14	10

*1. Have not taken any courses
*2. Have taken 1 or 2 courses
*3. About 1/4 done
*4. About 1/2 done
*5. About 3/4 done
*6. Have a Masters degree

Bowling Green State University

College of Education
Office of Research and Services
Suite 310 Education Building
Bowling Green, Ohio 43403
(419) 372-0151, Ext. 274
Cable BGSUOH

Spring, 1985

TO: Recent Graduates
College of Education
BGSU

Dear Teacher Graduate:

Faculty and staff in the College of Education often ask ourselves questions like, "Just how well have we prepared our graduates for teaching?" 'How valuable are some of the required courses?" "Are we emphasizing needed competencies?" The purpose of this correspondence is for assistance in helping us arrive at answers to these questions.

Please take a few minutes to give us your honest reactions to the questions posed on the accompanying questionnaire. This questionnaire is being sent to recent BGSU graduates (1980-84) who are teaching in the State of Ohio. After analyzing your responses and summarizing your comments, we will be in a better position than we are now to make plans for improving our teacher education programs.

There are three primary reasons why the College of Education conducts follow-up evaluative endeavors approximately every fourth or fifth year:

1. We desire to know what graduates think of the courses, projects and experiences in which they were required to enroll.
2. The responses, as a total group and by each major, should suggest specific and worthwhile changes and revisions in our curriculums.
3. The Ohio State Department of Education and various regional and national accrediting agencies demand that evaluative follow-up studies of past teacher education graduates be completed at periodic intervals and that the results be utilized to promote better and stronger programs.

Please be assured that your responses will remain anonymous. Only summary tabulations by years of experience, teaching areas, or other groupings will be presented to our faculty and to the accrediting agencies. When your responses have been coded onto computer tape, this questionnaire will be destroyed. Under no circumstances will your responses be known to any of our faculty or used to your betterment or detriment.

We realize this somewhat lengthy form will take several minutes for you to conscientiously complete. In debating whether to use a short form or a longer questionnaire, the faculty concluded that the present form would permit you to give us more valuable information and insights and should thus be used in gathering data for planning purposes. Needless to say, WE ARE APPRECIATIVE OF YOUR COOPERATION IN COMPLETING THIS FORM.

If at all possible, please return the completed form via the enclosed pre-addressed, postage-paid envelope within 10 to 14 days of its receipt.

Sincerely yours,

Fred Pigge

Fred L. Pigge, Director
Educational Research & Services

P.S. Be sure to read item 5
on the last page.

1	___	___	___	___
1	2	3	4	5

AN APPRAISAL OF MY PREPARATION AS A TEACHER
AT BOWLING GREEN STATE UNIVERSITY

There are several sections to this questionnaire. Section A asks for personal data, such as name, major, where you are teaching, etc. Other sections consist of questions which, for example, will permit you to "evaluate" your experience at BGSU. (Ignore the numbers in parentheses, they are for data entry use only.)

SECTION A: Placement and Experience Data

1. Name ________________________________ Social Security Number ______________ (6-14)
2. Undergraduate ______ (18) Major(s) ______________________ (15-17) Minor(s) ______________________ (19-21)
3. Grades or Subjects Taught During Student Teaching ______________________ (22-24)
4. Grades or Subjects Taught This Year ______________________ (25-27)
5. Employing School District ______________________
name
____
address
____

6. In your opinion, how would your school building be classified?

_____ 1. Rural _____ 2. Suburban (includes small cities) _____ 3. Urban (large cities over 50,000) (28)

7. In your opinion, how would the high school you attended be classified? (29)

_____ 1. Rural _____ 2. Suburban _____ 3. Urban

8. Including the present year, how many years have you taught? _____ yrs. (30)

9. When did you graduate from BGSU? 19_____ (31-32)

10. What is your current status regarding a Masters degree? (33)

_____ 1. Have not taken any courses.
_____ 2. Have taken 1 or 2 courses.
_____ 3. About ¼ done.
_____ 4. About ½ done.
_____ 5. About ¾ done.
_____ 6. Have a Masters degree.

11. What grade would you give the teacher education training you received at BGSU? (34)

_____ 1. A
_____ 2. B
_____ 3. C
_____ 4. D.
_____ 5. F (Fail)
_____ 6. Don't know

12. (Optional) What, to the best of your memory, was your final overall undergraduate grade-point average at BGSU? (35)

_____ 1. 2.00 - 2.24
_____ 2. 2.25 - 2.49
_____ 3. 2.50 - 2.74
_____ 4. 2.75 - 2.99
_____ 5. 3.00 - 3.24
_____ 6. 3.25 - 3.49
_____ 7. 3.50 - 3.74
_____ 8. 3.75 - 4.00

SECTION B: Courses and Experiences

1. Please circle the numeral which indicates your rating of the value of each of these courses or experiences in your preparation to become a teacher.

Courses	Highly Valuable	Valuable	Of Moderate Value	Of Little Value	Of No Value	Not Required In My Program	
A. Exploring the Profession (EDFI/CI 202, PEP 247 or 233, MUED 240, etc. — the introductory education course — regardless of teaching area)	5	4	3	2	1	0	(36)
B. Educational Psychology (EDFI 302)	5	4	3	2	1	0	(37)
C. Methods course (or methods sequence if elementary, special education or foreign language) Examples are: Secondary Methods; Math and Science Methods; and other "How to Courses"	5	4	3	2	1	0	(38)
D. Reading in the Content Area (EDCI 360)	5	4	3	2	1	0	(39)
E. Educational Media (LEM 301)	5	4	3	2	1	0	(40)
F. Exceptional Child in Regular Classroom (EDSE 311)	5	4	3	2	1	0	(41)
G. Adaptive Physical Education (PEP 433)	5	4	3	2	1	0	(42)
H. Assessment and Evaluation in Education (Test and Measurements) (EDFI 402)	5	4	3	2	1	0	(43)
I. Assessment and Evaluation in Physical Education (Tests and Measurements (PEP 402)	5	4	3	2	1	0	(44)
J. Education in a Pluralistic Society (EDFI 408)	5	4	3	2	1	0	(45)
K. Organization and Administration of Education in American Society (EDAS 409)	5	4	3	2	1	0	(46)
Field Experience							
L. Student Teaching	5	4	3	2	1	0	(47)
M. Student Teaching Seminars	5	4	3	2	1	0	(48)
N. Field Experiences Related to EDCI/FI 202 or other such courses (see "A" above)	5	4	3	2	1	0	(49)
O. All other field experiences you may have taken, such as MEP, Methods Observations, MUED 340, etc. If possible, list the experience(s) you are rating ________	5	4	3	2	1	0	(50)

2. Please check the one answer you consider most appropriate.

A. BGSU gave me very early in my studies an adequate orientation to teacher education, e.g., career options, employment potential, working conditions and expectations, salaries, etc. (circle numeral)

5	5	3	2	1	
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	(51)

B. The number of courses or credits required for my **major** (Non-education courses, such as English courses for English majors; math courses for math majors; HPER non-methods courses for HPER majors; music performance, applied studies, music history and composition courses for music majors; etc.) was:

________ 1. too large or too many
________ 2. too small or too few (52)
________ 3. about right

C. The content of the courses covered in "B" above was:

________ 1. very relevant to the needs of the teachers
________ 2. moderately relevant to the needs of teachers (53)
________ 3. largely irrelevant to the needs of teachers

D. The content of the courses covered in "B" above was:

________ 1. too broad and general for the needs of teachers
________ 2. too narrow and specialized; too indepth
________ 3. well balanced to provide both the necessary breadth and depth (54)

E. The number of credits or courses required in the **professional component** (commonly called "the education courses" — examples are: the courses listed at the beginning of this Section B (EDFI/CI 202, Ed Psy, Student Teaching, etc., MUED courses such as 240, 340, 359 and other required education courses for music majors, etc.) was:

________ 1. too large or too many
________ 2. too small or too few (55)
________ 3. about right

F. The content and experiences making up the professional component (described in E above) were:

________ 1. generally well suited to preparation of a teacher
________ 2. somewhat suited to preparation of a teacher (56)
________ 3. of very little real contribution to preparation of a teacher

SECTION C: Your Perceived Need for and Proficiency in Selected Competencies – Also, Where were These Proficiencies Developed?

Presented below are descriptions of 28 competency areas. In the first column **(NEED)**, please indicate by circling the appropriate numeral your need for possessing each competency in carrying out your teaching functions. In the second column **(PROFICIENCY)**, please denote an estimate of your classroom proficiency for each competency. Finally, in the third column **(WHERE DEVELOPED?)**, please denote, in order, the one, two or three areas or experiences that contributed most to your noted proficiency.

For the **WHERE DEVELOPED?** column, please choose from among these nine areas or experiences:

Code	Possible Contributors
1	— Pre-student teaching field experience
2	— Student Teaching
3	— Clinical Laboratory (2nd floor of Education Building)
4	— Other course work and experience at BGSU
5	— First year teaching experience
6	— Teaching experience after first year
7	— Inservice training
8	— Other teachers
9	— Supervisors and/or administrators

An illustrative example:

Need High Ave Low	Proficiency High Ave Low	Where Developed? Most	2nd Most	3rd Most
[✓ 5] 4 3 2 1	5 [✓ 4] 3 2 1	2	4	5

For item 1 below, "Your ability to prepare and develop lesson plans and teaching units," a teacher may have circled a 5 under **NEED** to show that she had a high need for this competency, may have circled 4 for a **PROFICIENCY** rating, and under **"WHERE DEVELOPED?"** may have put, in order **2 4 5**. She is telling us that she credits "student teaching" (code 2) as the most important contributing experience to her proficiency in this area, that she thought "other course work and experience at BGSU" (code 4) contributed 2nd most and that "first year teaching experience" (code 5) was the third greatest contributing cause to her proficiency in developing lesson plans and teaching units. At times it may be difficult for you to list more than one or two areas which were the primary contributing causes for a certain proficiency level; in this case please feel free to leave the third and/or the second space(s) blank.

Your Ability to: COMPETENCIES	To be successful in your job, what is your NEED for this competency? High		Average		Low	An Estimate of Your Classroom PROFICIENCY in this Area High		Average		Low	WHERE DEVELOPED? Most	2nd Most	3rd Most	
1. Prepare and develop lesson plans and teaching units	5	4	3	2	1	5	4	3	2	1	___	___	___	(57-61)
2. Deal with pupil behavior problems	5	4	3	2	1	5	4	3	2	1	___	___	___	(62-66)
3. Select, prepare, and effectively utilize educational media	5	4	3	2	1	5	4	3	2	1	___	___	___	(67-71)
4. Analyze and evaluate your teaching performance skills	5	4	3	2	1	5	4	3	2	1	___	___	___	(72-76)
												2 ___	___ ___ ___	
												(1) (2)	(3) (4) (5)	
5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils	5	4	3	2	1	5	4	3	2	1	___	___	___	(6-10)
6. Diagnose pupil problems (via testing instruments, observational techniques, etc.)	5	4	3	2	1	5	4	3	2	1	___	___	___	(11-15)
7. (After diagnosis)... make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes	5	4	3	2	1	5	4	3	2	1	___	___	___	(16-20)
8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(21-25)
9. Motivate student achievement via modeling, reinforcement, provision of success experience, appeal to student interests, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(26-30)
10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(31-35)
11. Teach reading in your grade or subject area	5	4	3	2	1	5	4	3	2	1	___	___	___	(36-40)
12. Prepare teacher made tests and evaluate/report pupil progress	5	4	3	2	1	5	4	3	2	1	___	___	___	(41-45)
13. Understand and utilize standardized tests	5	4	3	2	1	5	4	3	2	1	___	___	___	(46-50)
14. Communicate effectively with parents and students regarding student progress	5	4	3	2	1	5	4	3	2	1	___	___	___	(51-55)

	Your Ability to: COMPETENCIES	To be successful in your job, what is your NEED for this competency? High		Average		Low	An Estimate of Your Classroom PROFICIENCY in this Area High		Average		Low	WHERE DEVELOPED? Most	2nd Most	3rd Most	
15.	Be aware of the possible parallels and inconsistencies between your views or beliefs of the aims and goals of education and those of your school	5	4	3	2	1	5	4	3	2	1	___	___	___	(56-60)
16.	Resolve the conflicts between your philosophical views and the actual day-to-day operations of your school	5	4	3	2	1	5	4	3	2	1	___	___	___	(61-65)
17.	Understand the major principles of school law as they apply to areas such as due process, contracts, teaching liability, corporal punishment, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(66-70)
18.	Understand the major principles of school law as they relate to community/board/administration/staff relations, the local and state governance of the school, school finances, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(71-75)
19.	Develop instructional objectives and strategies for a multicultural classroom setting; e.g., to accent ethnic awareness, development of positive inter-and-intra-group relations, development of teaching strategies based on due regard for bilinguality, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(76-80)

3 (1)   ___ (2)   ___ (3)   ___ (4)   ___ (5)

20.	Use classroom time effectively	5	4	3	2	1	5	4	3	2	1	___	___	___	(6-10)
21.	Apply effective questioning/thinking skills	5	4	3	2	1	5	4	3	2	1	___	___	___	(11-15)
22.	Establish teachable moments, i.e., establish situation where everything "jells"	5	4	3	2	1	5	4	3	2	1	___	___	___	(16-20)
23.	Teach physical education in your grade or subject area	5	4	3	2	1	5	4	3	2	1	___	___	___	(21-25)
24.	Teach music at your grade level	5	4	3	2	1	5	4	3	2	1	___	___	___	(26-30)
25.	Teach art at your grade level	5	4	3	2	1	5	4	3	2	1	___	___	___	(31-35)
26.	Encourage and facilitate the development of children's social skills and enhanced self-concepts	5	4	3	2	1	5	4	3	2	1	___	___	___	(36-40)
27.	Adequately challenge your gifted/talented students	5	4	3	2	1	5	4	3	2	1	___	___	___	(41-45)
28.	Adequately teach handicapped pupils who have been or may be "mainstreamed" into your classroom	5	4	3	2	1	5	4	3	2	1	___	___	___	(46-50)

SECTION D: Academic and Career Advising at BGSU (Circle your response)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	Did Not Use	
1.	How do you feel about the quality of advising from your assigned faculty advisor?	5	4	3	2	1	0	(51)
2.	... advice and guidance from the Program Advisement Center on the 3rd floor of the Education Building?	5	4	3	2	1	0	(52)
3.	Advice from individual professors you might have sought out?	5	4	3	2	1	0	(53)
4.	How do you feel in a general sense about the quality of overall career (job) advising services that were available to you?	5	4	3	2	1	0	(54)
5.	Please rate the services of the Career and Placement Center in helping you find a teaching position.	5	4	3	2	1	0	(55)

SECTION E: Instructional Materials at BGSU

1. Please rate the materials and services of the INSTRUCTIONAL MEDIA CENTER (facilities located on the 1st and 2nd floors of the Education Building).

Did you use the Center? ______ yes; ______ no. (If "No," skip to #2; if "yes", please answer A-G below.) (56)
(1) (2)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A.	Hours of accessibility	5	4	3	2	1	(57)
B.	Workshop facilities where you could prepare new instructional materials or copy existing materials	5	4	3	2	1	(58)
C.	Availability of materials	5	4	3	2	1	(59)
D.	Usage regulations	5	4	3	2	1	(60)
E.	Helpfulness of staff	5	4	3	2	1	(61)
F.	Relation to coursework	5	4	3	2	1	(62)
G.	Relation to the learning of teaching skills	5	4	3	2	1	(63)

SECTION E continued

2. Please rate the materials and services of the CURRICULUM LIBRARY (located in the Library).

Did you use the Curriculum Library? ______ yes; ______ no. (If "No," skip to #3; if "yes," please answer A - J below.) (64)
(1) (2)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A.	Hours of accessibility	5	4	3	2	1	(65)
B.	Workshop facilities where you could prepare new instructional materials or copy existing materials	5	4	3	2	1	(66)
C.	Various media, such as maps, globes, charts, pictures, films, video/audio tapes, recordings, etc.	5	4	3	2	1	(67)
D.	Examples of courses of study and teaching units	5	4	3	2	1	(68)
E.	Examples of books commonly used in the elementary and secondary schools	5	4	3	2	1	(69)
F.	Availability of materials	5	4	3	2	1	(70)
G.	Usage regulations	5	4	3	2	1	(71)
H.	Helpfulness of staff	5	4	3	2	1	(72)
I.	Relation to course work	5	4	3	2	1	(73)
J.	Relation to the learning of teaching skills	5	4	3	2	1	(74)

4				
(1)	(2)	(3)	(4)	(5)

3. Please rate the materials and services of the CLINICAL LAB (located on the second floor of the Education Building).

Did you use the Clinical Lab? ______ yes; ______ no. (If "No," go to Section F; if "Yes," please answer A-F below.) (6)
(1) (2)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A.	Hours of accessibility	5	4	3	2	1	(7)
B.	Various media and materials	5	4	3	2	1	(8)
C.	Helpfulness of staff	5	4	3	2	1	(9)
D.	Availability of materials	5	4	3	2	1	(10)
E.	Relation to course work	5	4	3	2	1	(11)
F.	Relation to the learning of teaching skills	5	4	3	2	1	(12)

SECTION F. Prior Expectations and On-The-Job Realities

Near the end of your college career you probably had some preconceived notions or expectations of the working conditions you would experience as a full-time teacher. The purpose of this section is to determine the difference, if any, between what you expected and what you found.

Response Code:	1	2	3	4	5
	Highly Negative	Negative	Average or No Opinion	Positive	Highly Positive

Please circle the responses for your "prior expectations" on the left, your "on-the-job realities" on the right.

	Prior Expectations					Conditions/Environment	What you found or on-the-job-reality					
	Negative				Positive		Negative				Positive	
						1. Instructional help/guidance/advice from						
(13)	1	2	3	4	5	A. Other teachers	1	2	3	4	5	(30)
(14)	1	2	3	4	5	B. Administrators/Supervisors/Department Heads	1	2	3	4	5	(31)
(15)	1	2	3	4	5	C. Inservice Training	1	2	3	4	5	(32)
(16)	1	2	3	4	5	D. College course work/experiences	1	2	3	4	5	(33)
						2. Rapport with and respect of						
(17)	1	2	3	4	5	A. Students	1	2	3	4	5	(34)
(18)	1	2	3	4	5	B. Parents of students	1	2	3	4	5	(35)
(19)	1	2	3	4	5	C. Other teachers	1	2	3	4	5	(36)
(20)	1	2	3	4	5	D. Administrators/Supervisors/Department Heads	1	2	3	4	5	(37)
(21)	1	2	3	4	5	E. Community members	1	2	3	4	5	(38)
(22)	1	2	3	4	5	3. Budgetary support for my teaching area	1	2	3	4	5	(39)
						4. Support (and encouragement) of my teaching area from						
(23)	1	2	3	4	5	A. Parents	1	2	3	4	5	(40)
(24)	1	2	3	4	5	B. Other teachers	1	2	3	4	5	(41)
(25)	1	2	3	4	5	C. Administrators	1	2	3	4	5	(42)
(26)	1	2	3	4	5	D. Community members	1	2	3	4	5	(43)
(27)	1	2	3	4	5	5. Physical facilities for my teaching area	1	2	3	4	5	(44)
(28)	1	2	3	4	5	6. Equipment for my teaching area	1	2	3	4	5	(45)
(29)	1	2	3	4	5	7. Parent-teacher conferences	1	2	3	4	5	(46)

15.

SECTION F continued

	Prior Expectations					Conditions/Environment	What you found or on-the-job-reality					
	Negative				Positive		Negative				Positive	
(47)	1	2	3	4	5	8. Scheduling of classes (or class time) to complete desired objectives	1	2	3	4	5	(54)
(48)	1	2	3	4	5	9. An environment that is conducive to professional growth and development	1	2	3	4	5	(55)
(49)	1	2	3	4	5	10. Feelings of accomplishment	1	2	3	4	5	(56)
(50)	1	2	3	4	5	11. Work load (time, energy-needed, numbers of pupils, classes, number of preparations, etc.)	1	2	3	4	5	(57)
(51)	1	2	3	4	5	12. Behavior of pupils	1	2	3	4	5	(58)
(52)	1	2	3	4	5	13. My teaching being observed by administrator(s).	1	2	3	4	5	(59)
(53)	1	2	3	4	5	14. Level of job satisfaction	1	2	3	4	5	(60)

SECTION G. Concerns and Attitudes*

1. For the following items, please consider yourself "concerned" about a thing **if you think about it frequently and would like to do something about it personally.** You are not concerned about a thing simply because you believe it is important — if it seldom crosses your mind, or you are satisfied with the current state of affairs, do not say you are concerned about it. You may be concerned about things you are not currently dealing with, but only if you anticipate dealing with them and frequently think about them from this point of view. IN SHORT, YOU ARE CONCERNED ABOUT IT IF YOU OFTEN THINK ABOUT IT AND WOULD LIKE TO DO SOMETHING ABOUT IT.

5	___	___	___	___
(1)	(2)	(3)	(4)	(5)

Read each statement, then ask yourself:

WHEN I THINK ABOUT MY TEACHING,
HOW MUCH AM I CONCERNED ABOUT THIS?

1 = Not concerned
2 = A little concerned
3 = Moderately concerned
4 = Very concerned
5 = Extremely concerned

		Please Circle					
		Not Concerned				Extremely Concerned	
A.	Lack of instructional materials	1	2	3	4	5	(6)
B.	Feeling under pressure too much of the time	1	2	3	4	5	(7)
C.	Doing well when a superior is present	1	2	3	4	5	(8)
D.	Meeting the needs of different kinds of students	1	2	3	4	5	(9)
E.	Too many noninstructional duties	1	2	3	4	5	(10)
F.	Diagnosing student learning problems	1	2	3	4	5	(11)
G.	Feeling more adequate as a teacher	1	2	3	4	5	(12)
H.	Challenging unmotivated students	1	2	3	4	5	(13)
I.	Being accepted and respected by professional persons	1	2	3	4	5	(14)
J.	Working with too many students each day	1	2	3	4	5	(15)
K.	Guiding students toward intellectual and emotional growth	1	2	3	4	5	(16)
L.	Whether each student is getting what he/she needs	1	2	3	4	5	(17)
M.	Getting a favorable evaluation of my teaching	1	2	3	4	5	(18)
N.	The routine and inflexibility of the teaching situation	1	2	3	4	5	(19)
O.	Maintaining the appropriate degree of class control	1	2	3	4	5	(20)

2. Please circle the numeral which describes the degree of your agreement or disagreement to each of the attitudinal statements. There are, of course, no right or wrong answers. Please respond truthfully. The numerical code is:

1 = Strongly disagree
2 = Moderately disagree
3 = Slightly disagree
4 = Slightly agree
5 = Moderately agree
6 = Strongly agree

		Strongly Disagree					Strongly Agree	
A.	Teaching is about the best job that I can think of	1	2	3	4	5	6	(21)
B.	There are a lot of advantages to teaching	1	2	3	4	5	6	(22)
C.	I don't care for the work of a teacher	1	2	3	4	5	6	(23)
D.	Teaching would be a wonderful occupation for anyone	1	2	3	4	5	6	(24)
E.	Teaching may be all right for some people but not for me	1	2	3	4	5	6	(25)
F.	I am not convinced of the importance of a teaching career	1	2	3	4	5	6	(26)
G.	Teaching, as a career, is not worth the sacrifice of going to college, the long hours of work and the low pay	1	2	3	4	5	6	(27)
H.	I enjoy teaching	1	2	3	4	5	6	(28)
I.	Teaching is as good a job as any	1	2	3	4	5	6	(29)
J.	There are more advantages than disadvantages to teaching as a career	1	2	3	4	5	6	(30)
K.	I would be willing to take any job related to teaching	1	2	3	4	5	6	(31)

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*Concerns checklist adapted from work of F. F. Fuller as reported by A. George, R&D Center, U. of Texas, 1978. Attitude scale due to work of Merwin and DiVesta *J. Counsel Psychol* (Vol 6), 302-08.

SECTION H. Summary

(Please circle or check your answers.)

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	(32)
1. I was adequately prepared at BGSU as an entry level teacher.	6	5	4	3	2	1	

2. Excluding possible leaves of absences, how long do you plan to teach? (33)

______ 1. This is my last year!
______ 2. Two or three more years.
______ 3. Maybe 5 more years.
______ 4. Maybe 10 more years.
______ 5. Fifteen or 20 more years.
______ 6. Until I retire.

3. Use this space to expand upon or comment on any of your previous ratings.

4. How can we better prepare teachers in your area of specialization? (If possible, give specific suggestions.)

5. We plan to select at random some principals of our 1980-84 graduates and ask them to respond to questions related to the teacher education program at BGSU and to the success of its graduates. If you have any objections to our contacting your principal about our program and the comparative success of its graduates, please so state below:

____

Section B

Teachers' Evaluations of Their Academic and Career Advising at BGSU

There were five questionnaire items that related to various issues of academic and career advising. Summaries of the teachers' evaluative responses to these items are presented on the last five pages of this section (B) of the report.

It should be noted that two sets of means are presented for most row classifications. The typed mean is based on "0" responses, the process for computing the handwritten means excluded the "0's." A specific example should illustrate the difference, e.g., on the first page of the tables it may be seen that there were 10 art majors who responded to Item D1. The typed mean was computed as shown at the left, the handwritten mean as shown at the right:

Typed Mean				Handwritten Mean			
Rating(X)	%	f	fX	Rating(X)	%	f	fX
0	20	2	0				
1	0	0	0	1	0	0	0
2	30	3	6	2	30	3	6
3	50	5	15	3	50	5	15
4	0	0	0	4	0	0	0
5	0	0	0	5	0	0	0
		10	21			8	21

Mean = $\frac{21}{10}$ = 2.10

Mean = $\frac{21}{8}$ = 2.63

For evaluation purposes, the handwritten means are more valid than the typed means -- the typed means are too conservative.

Data in Table D1 (How do you feel about the quality of advising from your assigned faculty advisor?) shows, for example, that there were four program areas wherein at least 25% of their respondents gave negative ratings: Art, Business, Industrial Education, and Foreign Language. The four program areas receiving highest commendations (means above 4.00) for faculty advising were Distributive Education, LEM, Music, and Social Studies. All in all, it appears that the 1980-85 graduates gave somewhat more positive ratings in this area than did the 1975-80 graduates: 16% negative in 80-85 vs. 23% negative in 75-80; 42% positive in 80-85, 43% in 75-80. As with the other volumes, it is left for faculty in the various programs to ferret out additional findings of particular interest to them.

Data in Table D2 reveal among other things that 29% of the 550 graduates did not use the Program Advisement Center for advice and guidance. Of those 550 teachers who were surveyed, 9% gave negative ratings to the office and 32% gave positive ratings. Another way of looking at these figures is to subtract the 29% (N = 160) who did not use the Office and determine how the remaining 390 teachers responded. Fifty (13%) of these 390 gave the Office negative ratings and 176 (45%) of these 390 gave the office positive ratings. In comparing the 1980-85 teachers' evaluations with those of the 1975-80 graduates, the following findings emerge: 9% of the 80-85 teachers gave negative ratings, 19% of the 75-80 teachers did likewise; 32% positive in 80-85, 38% positive in 75-80.

A sampling of the findings presented by data in Table D3 is that both total groups of teachers (1975-80 and 1980-85) thought highly of the advice from individual professors -- 75% positive in 1980-85 and 78% positive in 1975-80. The two program areas with the highest means were HPE and social studies.

Data presented in Table D4 relate to evaluations of career advising services at BGSU. Among other findings, it may be seen that 53% of the 1980-85 teachers and that 48% of the 1975-80 teachers gave this area positive ratings. Secondary majors seemed to be somewhat more positive about career advising than teachers in the other three teaching fields.

With reference to the career and placement center in helping graduates find jobs, selected findings from data presented in Table D5 reveal that:

1. It received the most positive ratings from the English, LEM, and math majors.
2. Thirteen percent of the 1980-85 total group of teachers gave the Center negative ratings and 47% positive; 21% of the 1975-80 total group of teachers gave it negative ratings and 55% gave it positive ratings.

SECTION D Academic and Career Advising at BGSU

1. How do you feel about the quality of advising from your assigned faculty advisor?

		Responses (In Percents)							
		0	1	2	3	4	5		
Major	N	Did Not Use	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean	*
1. Art	10	20	-	30	50	-	-	2.10	2.63
2. Business	24	8	8	21	17	38	8	2.92	3.18
3. Dist Ed	12	-	-	-	8	25	67	4.58	
4. Elem	119	8	4	5	37	26	19	3.26	3.56
5. English	27	7	-	19	37	26	11	3.07	3.32
6. HPE	30	3	3	10	30	17	37	3.63	3.76
7. Home Ec	15	7	7	13	53	13	7	2.80	3.00
8. Ind Ed	12	-	25	-	33	17	25	3.17	
9. Fgn Lang	8	50	-	25	-	25	-	1.50	3.00
10. LEM	7	-	-	-	29	29	43	4.14	
11. Math	11	18	9	-	64	9	-	2.36	2.89
12. Sciences	15	7	-	13	33	40	7	3.20	3.43
13. Music	18	11	-	17	50	11	11	2.83	4.19
14. Soc Sci	12	-	-	-	25	25	50	4.25	
15. EMR	58	9	9	7	36	28	12	3.02	3.30
16. H.I.	17	6	-	24	29	24	18	3.18	3.38
17. LBD/Elem	124	14	8	11	32	25	11	2.77	3.23
18. Sph&HrTh	30	-	7	10	23	47	13	3.50	
Total (1980-85)	549	9	6	10	33	26	16	3.10	3.40
(1975-80)	687	N/A	7	16	35	34	9		3.23
Teaching Field									
1. Elem	125	8	5	6	35	26	20	3.27	3.54
2. Sec Ed	72	13	1	13	35	25	14	3.00	3.43
3. Spec Ed	229	10	7	11	31	28	12	2.97	3.31
4. Specialize	122	7	5	12	34	20	22	3.22	3.45
Teaching Location									
1. Rural	238	6	6	11	35	27	16	3.18	3.38
2. Suburban	248	12	5	10	33	23	17	3.00	3.42
3. Urban	54	9	7	13	28	24	19	3.06	3.37
Yrs. Taught									
1. 1	92	4	3	5	25	36	26	3.63	3.80
2. 2	120	3	3	8	35	28	22	3.47	3.59
3. 3	104	6	3	11	43	21	16	3.20	3.40
4. 4	103	15	8	12	36	19	11	2.70	3.16
5. 5	123	17	10	15	28	21	10	2.55	3.08

*Means with "0's" (not required in my program) omitted.

SECTION D Academic and Career Advising at BGSU

2. ... advice and guidance from the Program Advisement Center on the 3rd floor of the Education Building?

		Responses (In Percents)							
		0	1	2	3	4	5		
Major	N	Did Not Use	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean	*
1. Art	10	40	-	20	30	10	-	1.70	2.83
2. Business	24	29	4	8	29	21	8	2.33	3.29
3. Dist Ed	12	33	-	17	33	17	-	2.00	3.00
4. Elem	119	29	2	7	30	24	8	2.41	3.44
5. English	27	41	-	4	26	22	7	2.11	3.56
6. HPE	30	40	3	3	23	13	17	2.17	3.61
7. Home Ec	15	40	-	13	27	20	-	1.87	3.11
8. Ind Ed	12	33	25	-	33	8	-	1.58	2.38
9. Fgn Lang	8	-	-	-	25	63	13	3.88	
10. LEM	7	-	-	-	43	14	43	4.00	
11. Math	11	18	27	9	27	18	-	2.00	2.44
12. Sciences	15	33	-	7	33	27	-	2.20	3.30
13. Music	18	67	6	6	17	6	-	.89	2.67
14. Soc Sci	12	25	-	-	17	42	17	3.00	4.00
15. EMR	58	10	3	5	28	47	7	3.17	3.54
16. H.I.	17	53	-	12	18	18	-	1.47	3.13
17. LBD/Elem	125	22	2	3	35	26	13	2.80	3.57
18. Sph&HrTh	30	43	3	3	40	7	3	1.73	3.06
Total (1980-85)	550	29	3	6	30	24	8	2.42	3.40
(1975-80)	659	N/A	3	16	44	30	8		3.23
Teaching Field									
1. Elem	125	31	2	6	29	24	7	2.34	3.40
2. Sec Ed	72	28	4	4	26	31	7	2.49	3.44
3. Spec Ed	230	24	2	4	33	28	10	2.68	3.51
4. Specialize	122	38	4	8	29	14	7	1.99	3.20
Teaching Location									
1. Rural	238	27	4	4	33	22	9	2.47	3.37
2. Suburban	248	29	2	6	29	25	9	2.46	3.46
3. Urban	55	38	2	11	22	26	2	2.00	3.24
Yrs. Taught									
1. 1	93	22	4	7	27	28	13	2.74	3.47
2. 2	121	24	3	5	31	23	14	2.68	3.52
3. 3	104	34	2	7	20	32	6	2.32	3.50
4. 4	103	33	2	5	38	18	5	2.19	3.29
5. 5	122	33	3	6	32	22	4	2.20	3.27

*Means with "0's" (not required in my program) omitted.

SECTION D Academic and Career Advising at BGSU

3. Advice from individual professors you might have sought out?

		Responses (In Percents)							
		0	1	2	3	4	5		
Major	N	Did Not Use	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean	*
1. Art	9	-	-	11	11	33	44	4.11	
2. Business	24	13	-	-	13	46	29	3.67	4.19
3. Dist Ed	12	-	-	-	25	50	25	4.00	
4. Elem	119	5	-	2	17	41	35	3.95	4.16
5. English	27	11	-	4	15	44	26	3.59	4.04
6. HPE	29	10	-	-	7	31	52	4.03	4.50
7. Home Ec	15	-	-	-	33	40	27	3.93	
8. Ind Ed	12	-	-	-	17	50	33	4.17	
9. Fgn Lang	8	-	-	-	25	25	50	4.25	
10. LEM	7	29	-	-	-	43	29	3.14	4.40
11. Math	11	9	9	9	-	64	9	3.27	3.60
12. Sciences	15	13	-	-	20	53	13	3.40	3.92
13. Music	18	-	-	-	17	39	44	4.28	
14. Soc Sci	12	8	-	-	-	42	50	4.17	4.55
15. EMR	58	3	-	2	10	55	29	4.02	4.16
16. H.I.	17	18	-	-	12	65	6	3.24	4.36
17. LBD/Elem	124	7	2	2	18	43	29	3.76	4.03
18. Sph&HrTh	30	-	3	-	30	60	7	3.67	
Total (1980-85)	547	6	1	2	16	45	30	3.84	4.08
(1975-80)	689	N/A	1	3	20	52	26	3.99	
Teaching Field									
1. Elem	125	6	-	2	17	39	37	3.94	4.18
2. Sec Ed	72	10	1	3	11	47	28	3.68	4.08
3. Spec Ed	229	6	1	2	17	50	25	3.78	4.06
4. Specialize	120	6	-	1	16	43	35	3.94	4.18
Teaching Location									
1. Rural	239	6	1	2	18	46	26	3.76	4.01
2. Suburban	245	6	0	2	15	42	35	3.93	4.17
3. Urban	54	9	-	2	13	56	20	3.67	4.04
Yrs. Taught									
1. 1	93	4	1	1	5	44	44	4.16	4.35
2. 2	121	7	2	1	13	50	28	3.82	4.09
3. 3	102	9	-	1	21	40	29	3.72	4.08
4. 4	102	6	1	2	20	43	28	3.78	4.02
5. 5	122	6	-	3	19	48	25	3.79	3.99

*Means with "0's" (not required in my program) omitted.

SECTION D Academic and Career Advising at BGSU

4. How do you feel in a general sense about the quality of overall career (job) advising services that were available to you?

		Responses (In Percents)							
		0	1	2	3	4	5		
Major	N	Did Not Use	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean	*
1. Art	10	-	-	-	50	40	10	3.60	
2. Business	24	-	-	4	33	46	17	3.75	
3. Dist Ed	12	-	-	-	50	42	8	3.58	
4. Elem	120	8	2	9	31	39	12	3.28	3.54
5. English	27	-	-	7	33	41	19	3.70	
6. HPE	30	-	7	17	17	33	27	3.57	
7. Home Ec	15	-	-	20	47	27	7	3.20	
8. Ind Ed	12	-	25	17	33	17	8	2.67	
9. Fgn Lang	8	-	-	-	-	88	13	4.13	
10. LEM	7	-	-	-	-	57	43	4.43	
11. Math	11	-	9	9	27	55	-	3.27	
12. Sciences	15	-	-	13	40	33	13 17	3.47	
13. Music	18	6	-	11	33	33	17	3.39	3.59
14. Soc Sci	12	-	-	17	17	42	25	3.75	
15. EMR	57	2	2	16	28	37	16	3.44	4.30
16. H.I.	17	-	-	6	47	35	12	3.53	
17. LBD/Elem	125	3	1	7	33	40	16	3.54	3.65
18. Sph&HrTh	30	7	7	13	33	37	3	2.97	3.18
Total (1990-95)	550	3	2	10	32	39	14	3.44	3.57
(1975-80)	690	N/A	4	11	38	37	11	3.40	
Teaching Field									
1. Elem	126	7	2	10	31	38	13	3.29	3.51
2. Sec Ed	72	-	1	10	26	47	15	3.65	
3. Spec Ed	229	3	2	10	32	38	14	3.45	3.54
4. Specialize	122	1	4	10	33	37	16	3.48	3.52
Teaching Location									
1. Rural	239	3	2	11	31	36	17	3.45	3.57
2. Suburban	247	3	3	7	32	42	13	3.45	3.57
3. Urban	55	2	2	16	27	42	11	3.38	3.44
Yrs. Taught									
1. 1	93	2	2	7	20	46	23	3.74	3.80
2. 2	121	3	3	11	30	38	16	3.44	3.53
3. 3	103	3	1	13	24	47	13	3.49	3.59
4. 4	103	3	3	13	37	34	11	3.28	3.38
5. 5	123	3	2	7	43	33	11	3.35	3.47

*Means with "0's" (not required in my program) omitted.

SECTION D Academic and Career Advising at BGSU

5. Please rate the services of the Career and Placement Center in helping you find a teaching position.

Major	N	Responses (In Percents) 0 Did Not Use	1 Highly Negative	2 Negative	3 Average So-So	4 Positive	5 Highly Positive	Mean	*
1. Art	10	10	-	30	10	50	-	2.90	3.22
2. Business	24	17	4	-	21	38	21	3.21	3.85
3. Dist Ed	12	58	8	8	8	8	8	1.25	3.00
4. Elem	120	25	8	11	18	23	15	2.50	3.34
5. English	27	19	-	7	15	15	44	3.41	4.18
6. HPE	30	3	17	13	27	23	17	3.00	3.10
7. Home Ec	15	13	-	40	-	40	7	2.73	3.15
8. Ind Ed	12	8	25	8	17	25	17	2.75	3.00
9. Fgn Lang	8	25	-	13	25	13	25	2.75	3.67
10. LEM	7	-	-	-	14	29	57	4.43	
11. Math	11	9	-	9	-	55	27	3.73	4.10
12. Sciences	15	7	7	-	40	13	33	3.47	3.71
13. Music	18	17	11	6	22	33	11	2.78	3.33
14. Soc Sci	12	17	17	-	17	25	25	2.92	3.50
15. EMR	58	19	2	5	12	36	26	3.22	3.98
16. H.I.	17	35	6	6	41	6	6	1.94	3.00
17. LBD/Elem	125	20	1	6	23	25	25	3.06	3.85
18. Sph&HrTh	30	27	-	3	20	30	20	2.87	3.91
Total (1980-85)	551	20	5	8	19	26	21	2.90	3.63
(1975-80)	674	N/A	6	15	24	30	25		3.63
Teaching Field									
1. Elem	126	24	8	11	20	22	15	2.54	3.33
2. Sec Ed	72	15	4	6	18	22	35	3.32	3.92
3. Spec Ed	230	22	1	6	21	27	23	3.00	3.84
4. Specialize	122	16	10	12	16	30	16	2.83	3.37
Teaching Location									
1. Rural	239	23	6	6	17	24	23	2.81	3.69
2. Suburban	248	18	3	10	21	29	19	2.98	3.63
3. Urban	55	15	9	13	18	22	24	2.95	3.45
Yrs. Taught									
1. 1	93	22	8	4	16	30	20	2.87	3.66
2. 2	121	25	5	10	18	22	21	2.69	3.56
3. 3	104	16	2	13	16	29	24	3.12	3.70
4. 4	103	19	7	9	22	20	22	2.84	3.53
5. 5	123	17	5	7	23	31	18	2.99	3.59

*Means with "0's" (not required in my program) omitted.

Section C

Teachers' Evaluations of the Instructional Materials at BGSU

(Instructional Media, Curriculum Library, & Clinical Laboratory)

This section presents teachers' evaluations of three centers or facilities whose primary purposes are to help future teachers find, locate, make, and use instructional/learning materials; these centers are (1) The Instructional Media Center, (2) The Curriculum Library, and (3) The Clinical Laboratory.

Instructional Media Center

The tables presented on the next seven pages relate to the teachers' evaluations of the Instructional Media Center. Data on six of these tables also permit comparisons of similar evaluations given by the total group of 1980-85 teachers with those given by a group of 1975-80 teachers. The data presented below is just a very brief summary of the findings presented in the seven tables. (The interested reader should study each table and see how his/her program compares with others, etc.):

Instructional Media Center

Table and Item	Description	Teacher Group					
		1980-85			1975-80		
		% Neg	% Pos	Mean	% Neg	% Pos	Mean
EA.	Hours of accessibility	6	70	3.77	8	63	3.61
EB.	Workshop facilities	3	72	3.87	6	69	3.74
EC.	Availability of Materials	2	74	3.90	2	67	3.77
ED.	Usage regulations	1	74	3.87	3	66	3.72
EE.	Helpfulness of staff	5	73	3.94	5	70	3.82
EF.	Relation to course work	1	77	3.99	2	78	3.96
EG.	Relation to learning of teaching skills	3	73	3.90	-	-	-

From this summary it can be seen that the 1980-85 teachers gave more positive ratings to elements of the Media Center than did the group of 1975-80 teachers.

SECTION E: Please rate the materials and services of the INSTRUCTIONAL MEDIA CENTER (facilities located on the (1st and 2nd floors of the Education Building)

A. Hours of accessibility

Major	N	Responses (In Percents)					Mean
		1 Highly Negative	2 Negative	3 Average So-So	4 Positive	5 Highly Positive	
1. Art	6	-	-	50	50	-	3.50
2. Business	20	-	-	35	45	20	3.85
3. Dist Ed	6	-	-	50	33	17	3.67
4. Elem	102	-	6	23	61	11	3.76
5. English	18	-	11	28	50	11	3.61
6. HPE	18	-	-	11	61	28	4.17
7. Home Ec	11	-	9	27	55	9	3.64
8. Ind Ed	6	17	17	33	17	17	3.00
9. Fgn Lang	4	-	-	25	75	-	3.75
10. LEM	7	-	-	29	71	-	3.71
11. Math	7	-	-	43	57	-	3.57
12. Sciences	6	-	-	17	67	17	4.00
13. Music	5	-	-	40	60	-	3.60
14. Soc Sci	8	-	-	13	63	25	4.13
15. EMR	47	-	4	30	55	11	3.72
16. H.I.	15	7	-	20	67	7	3.67
17. LBD/Elem	115	-	5	22	60	13	3.81
18. Sph&HrTh	12	-	8	17	75	-	3.67
Total (1980-85)	413	1	5	25	58	12	3.77
(1975-80)	479	1	7	29	58	5	3.61
Teaching Field							
1. Elem	106	-	6	22	59	13	3.80
2. Sec Ed	43	-	5	26	58	12	3.77
3. Spec Ed	189	1	5	23	60	11	3.77
4. Specialize	74	1	3	32	53	11	3.69
Teaching Location							
1. Rural	180	-	4	21	62	13	3.84
2. Suburban	178	1	5	26	58	10	3.73
3. Urban	46	2	7	33	44	15	3.63
Yrs. Taught							
1. 1	80	1	6	28	55	10	3.66
2. 2	93	1	5	18	57	18	3.86
3. 3	74	-	3	19	70	8	3.84
4. 4	78	-	5	28	59	8	3.69
5. 5	83	-	4	30	52	15	3.77

SECTION E: Please rate the materials and services of the INSTRUCTIONAL MEDIA CENTER (facilities located on the 1st and 2 floors of the Education Building).

B. Workshop facilities where you could prepare new instructional materials or copy existing materials.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean
1. Art	6	-	17	33	33	17	3.50
2. Business	20	-	-	25	55	20	3.95
3. Dist Ed	6	-	-	67	17	17	3.50
4. Elem	102	-	3	19	57	22	3.97
5. English	18	6	-	28	44	22	3.78
6. HPE	17	-	-	18	53	29	4.12
7. Home Ec	11	-	-	46	46	9	3.64
8. Ind Ed	6	17	17	33	17	17	3.00
9. Fgn Lang	4	-	-	-	75	25	4.25
10. LEM	7	-	-	14	71	14	4.00
11. Math	6	-	-	33	17	50	4.17
12. Sciences	6	-	-	17	83	-	3.83
13. Music	5	-	-	40	60	-	3.60
14. Soc Sci	8	-	13	13	50	25	3.88
15. EMR	47	-	4	32	43	21	3.81
16. H.I.	15	-	-	33	40	27	3.93
17. LBD/Elem	115	-	1	25	57	17	3.90
18. Sph&HrTh	12	-	-	58	33	8	3.50
Total (1980-85)	411	1	2	26	52	20	3.87
(1975-80)	473	1	5	25	59	10	3.47
Teaching Field							
1. Elem	105	-	3	18	57	22	3.98
2. Sec Ed	42	2	2	21	50	24	3.90
3. Spec Ed	189	-	2	30	51	18	3.85
4. Specialize	74	1	3	32	47	16	3.74
Teaching Location							
1. Rural	179	1	2	26	51	21	3.89
2. Suburban	178	1	3	24	52	20	3.89
3. Urban	45	-	-	36	53	11	3.76
Yrs. Taught							
1. 1	80	1	-	31	45	23	3.88
2. 2	92	-	3	16	53	27	4.04
3. 3	73	1	4	18	67	10	3.79
4. 4	78	-	3	31	46	21	3.85
5. 5	83	-	1	36	48	15	3.76

SECTION E : Please rate the materials and services of the INSTRUCTIONAL MEDIA CENTER (facilities located on the 1st and 2nd floors of the Education Building).
C. Availability of materials.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean
1. Art	6	-	-	-	83	17	4.17
2. Business	19	-	-	21	74	5	3.84
3. Dist Ed	6	-	-	33	50	17	3.83
4. Elem	102	-	2	25	57	17	3.88
5. English	18	-	6	22	56	17	3.83
6. HPE	17	-	-	-	71	29	4.29
7. Home Ec	11	-	-	36	55	9	3.73
8. Ind Ed	6	17	-	33	50	-	3.17
9. Fgn Lang	4	-	-	-	75	25	4.25
10. LEM	7	-	-	-	86	14	4.14
11. Math	7	-	-	29	57	14	3.86
12. Sciences	6	-	-	17	83	-	3.83
13. Music	4	-	-	40	40	20	3.80
14. Soc Sci	8	-	-	38	38	25	3.88
15. EMR	47	-	-	36	43	21	3.85
16. H.I.	15	-	7	7	67	20	4.00
17. LBD/Elem	115	-	3	22	57	19	3.92
18. Sph&HrTh	12	-	8	25	58	8	3.67
Total (1980-85)	411	0	2	23	57	17	3.90
(1975-80)	474	0	2	31	56	11	3.77
Teaching Field							
1. Elem	106	-	2	24	58	17	3.90
2. Sec Ed	43	-	2	23	58	16	3.88
3. Spec Ed	189	-	3	24	54	19	3.89
4. Specialize	72	1	-	19	67	13	3.89
Teaching Location							
1. Rural	180	-	2	24	56	18	3.90
2. Suburban	176	1	1	23	59	17	3.90
3. Urban	46	-	4	24	57	15	3.83
Yrs. Taught							
1. 1	78	1	3	22	58	17	3.86
2. 2	93	-	3	17	56	24	4.00
3. 3	74	-	1	20	65	14	3.91
4. 4	78	-	-	28	55	17	3.88
5. 5	83	-	2	28	54	16	3.83

SECTION E : Please rate the materials and services of the INSTRUCTIONAL MEDIA CENTER (facilities located on the 1st and 2nd floors of the Education Building).

D. Usage regulations.

		Responses (In Percents)					
Major	N	1 Highly Negative	2 Negative	3 Average So-So	4 Positive	5 Highly Positive	Mean
1. Art	6	-	-	-	83	17	4.17
2. Business	20	-	-	30	60	10	3.80
3. Dist Ed	6	-	-	33	50	17	3.83
4. Elem	102	-	1	25	61	14	3.87
5. English	18	-	6	11	56	28	4.06
6. HPE	18	-	-	11	61	28	4.17
7. Home Ec	11	-	-	27	64	9	3.82
8. Ind Ed	6	17	-	33	50	-	3.17
9. Fgn Lang	4	-	-	50	50	-	3.50
10. LEM	7	-	-	-	86	14	4.14
11. Math	7	-	-	29	71	-	3.71
12. Sciences	6	-	-	33	67	-	3.67
13. Music	5	-	-	20	60	20	4.00
14. Soc Sci	8	-	-	13	63	25	4.13
15. EMR	47	-	2	30	55	13	3.79
16. H.I.	15	-	-	13	60	27	4.13
17. LBD/Elem	115	-	1	28	58	13	3.83
18. Sph&HrTh	12	-	-	25	67	8	3.83
Total (1980-85)	413	0	1	25	60	14	3.87
(1975-80)	473	0	3	31	56	10	3.72
Teaching Field							
1. Elem	106	-	1	25	60	14	3.88
2. Sec Ed	43	-	2	21	61	16	3.91
3. Spec Ed	189	-	1	27	58	14	3.85
4. Specialize	74	1	-	20	65	14	3.89
Teaching Location							
1. Rural	180	-	2	28	56	14	3.83
2. Suburban	178	1	1	20	65	14	3.91
3. Urban	46	-	-	28	59	13	3.85
Yrs. Taught							
1. 1	80	1	-	23	60	16	3.90
2. 2	93	-	-	24	54	23	3.99
3. 3	74	-	4	14	77	5	3.84
4. 4	78	-	-	28	56	15	3.87
5. 5	83	-	1	34	54	11	3.75

SECTION E : Please rate the materials and services of the INSTRUCTIONAL MEDIA CENTER (facilities located on the 1st and 2nd floors of the Education Building).

E. Helpfulness of staff.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean
1. Art	6	-	-	33	33	33	4.00
2. Business	20	-	-	20	70	10	3.90
3. Dist Ed	6	-	-	17	17	67	4.50
4. Elem	102	1	4	27	43	26	3.88
5. English	18	6	11	22	50	11	3.50
6. HPE	18	-	-	6	67	28	4.22
7. Home Ec	11	-	9	18	55	18	3.82
8. Ind Ed	6	17	-	17	67	-	3.33
9. Fgn Lang	4	-	-	50	25	25	3.75
10. LEM	7	-	14	14	43	29	3.86
11. Math	7	-	-	-	71	29	4.29
12. Sciences	6	-	-	17	67	17	4.00
13. Music	5	-	-	20	60	20	4.00
14. Soc Sci	8	-	-	-	50	50	4.50
15. EMR	47	-	6	19	57	17	3.85
16. H.I.	15	-	-	13	40	47	4.33
17. LBD/Elem	115	-	5	27	37	31	3.94
18. Sph&HrTh	12	-	-	17	50	33	4.17
Total (1980-85)	413	1	4	22	47	26	3.94
(1975-80)	476	1	4	26	52	18	3.82
Teaching Field							
1. Elem	106	1	4	26	45	25	3.89
2. Sec Ed	43	2	5	16	54	23	3.91
3. Spec Ed	189	-	5	23	43	29	3.96
4. Specialize	74	1	3	18	55	23	3.96
Teaching Location							
1. Rural	180	1	5	27	43	24	3.84
2. Suburban	178	1	3	19	49	29	4.02
3. Urban	46	-	4	17	52	26	4.00
Yrs. Taught							
1. 1	80	1	3	19	53	25	3.98
2. 2	93	-	1	19	45	34	4.13
3. 3	74	3	10	19	54	15	3.69
4. 4	78	-	6	22	45	27	3.92
5. 5	83	-	2	30	37	30	3.95

SECTION E : Please rate the materials and services of the INSTRUCTIONAL MEDIA CENTER (facilities located on the 1st and 2nd floors of the Education Building).

F. Relation to coursework.

		Responses (In Percents)					
Major	N	1 Highly Negative	2 Negative	3 Average So-So	4 Positive	5 Highly Positive	Mean
1. Art	6	-	-	33	33	33	4.00
2. Business	20	-	-	45	45	10	3.65
3. Dist Ed	6	-	-	50	33	17	3.67
4. Elem	102	-	-	22	52	27	4.05
5. English	18	-	6	39	39	17	3.67
6. HPE	17	-	-	12	65	24	4.12
7. Home Ec	11	-	-	36	46	18	3.82
8. Ind Ed	6	17	-	33	50	-	3.17
9. Fgn Lang	4	-	-	-	100	-	4.00
10. LEM	7	-	-	-	57	43	4.43
11. Math	7	-	14	14	57	14	3.71
12. Sciences	6	-	-	-	100	-	4.00
13. Music	5	-	-	40	20	40	4.00
14. Soc Sci	8	-	-	50	25	25	3.75
15. EMR	47	-	-	23	47	30	4.06
16. H.I.	15	-	-	-	53	47	4.47
17. LBD/Elem	114	-	-	18	55	26	4.08
18. Sph&HrTh	12	-	17	25	50	8	3.50
Total (1980-85)	411	0	1	23	52	25	3.99
(1975-80)	476	0	2	20	58	20	3.96
Teaching Field							
1. Elem	105	-	-	22	51	27	4.05
2. Sec Ed	43	-	5	28	54	14	3.77
3. Spec Ed	188	-	1	19	53	28	4.07
4. Specialize	74	1	-	31	49	19	3.84
Teaching Location							
1. Rural	180	-	1	25	52	22	3.95
2. Suburban	177	1	1	19	53	27	4.04
3. Urban	45	-	-	31	47	22	3.91
Yrs. Taught							
1. 1	80	1	3	24	51	21	3.89
2. 2	93	-	—	27	44	29	4.02
3. 3	73	-	1	25	57	16	3.89
4. 4	78	-	-	17	56	27	4.10
5. 5	82	-	1	21	49	29	4.06

SECTION E : Please rate the materials and services of the INSTRUCTIONAL MEDIA CENTER (facilities located on the 1st and 2nd floors of the Education Building).

G. Relation to the learning of teaching skills.

		Responses (In Percents)					
Major	N	1 Highly Negative	2 Negative	3 Average So-So	4 Positive	5 Highly Positive	Mean
1. Art	6	-	-	33	50	17	3.83
2. Business	20	-	5	20	65	10	3.80
3. Dist Ed	6	-	-	33	33	33	4.00
4. Elem	102	-	3	22	52	24	3.96
5. English	18	-	6	39	44	11	3.61
6. HPE	18	-	-	11	61	28	4.17
7. Home Ec	11	-	9	36	36	18	3.64
8. Ind Ed	6	17	-	33	50	-	3.17
9. Fgn Lang	4	-	-	-	100	-	4.00
10. LEM	7	-	-	14	71	14	4.00
11. Math	7	-	14	29	43	14	3.57
12. Sciences	6	-	-	-	100	-	4.00
13. Music	5	-	-	20	40	40	4.20
14. Soc Sci	8	-	25	25	25	25	3.50
15. EMR	47	-	2	19	55	23	4.00
16. H.I.	15	-	7	20	33	40	4.07
17. LBD/Elem	115	-	1	26	52	21	3.93
18. Sph&HrTh	12	-	8	42	42	8	3.50
Total	413	0	3	24	52	21	3.90

New item -- No comparison possible

Teaching Field							
1. Elem	106	-	3	21	52	25	3.98
2. Sec Ed	43	-	9	26	54	12	3.67
3. Spec Ed	189	-	2	25	51	22	3.93
4. Specialize	74	1	3	24	55	16	3.82

Teaching Location							
1. Rural	180	-	3	28	52	17	3.83
2. Suburban	178	1	4	19	53	23	3.94
3. Urban	46	-	2	24	52	22	3.93

Yrs. Taught							
1. 1	80	1	10	16	51	21	3.81
2. 2	93	-	2	28	50	20	3.88
3. 3	74	-	1	27	60	12	3.82
4. 4	78	-	3	23	53	22	3.94
5. 5	83	-	-	24	47	29	4.05

Curriculum Library

The data summaries presented on the next ten pages (Tables EA through EJ) relate to the teachers' evaluations of various aspects of the Curriculum Library. As earlier with the Instructional Media Center, the following serves as a general overall summary of the evaluations (The interested reader will need to study each table to see the evaluation of students in his/her program.):

Curriculum Library

Table and Item	Description	Teacher Group 1980-85 % Neg	% Pos	Mean	1975-80 % Neg	% Pos	Mean
EA	Hours of accessibility	3	82	4.05	2	83	4.03
EB	Workshop facilities	7	60	3.66	8	58	3.60
EC	Various media (maps, pictures, etc.)	2	79	4.06	2	74	3.95
ED	Courses of study/teaching units	5	69	3.87	6	68	3.80
EE	Books in use	2	82	4.17	3	79	4.05
EF	Availability of materials	3	80	4.04	3	76	3.99
EG	Usage regulations	4	78	3.94	4	72	3.85
EH	Helpfulness of staff	2	84	4.17	2	89	4.06
EI	Relation to course work	2	87	4.17	2	80	4.05
EJ	Relation to the learning of teaching skills	2	83	4.11	-	-	-

The total group of 1980-85 teachers gave the Curriculum Library somewhat more positive ratings for each factor than did the group of 1975-80 teachers.

SECTION E : Please rate the materials and services of the CURRICULUM LIBRARY (located in the Library).
A. Hours of accessibility.

		Responses (In Percents)					
Major	N	1 Highly Negative	2 Negative	3 Average So-So	4 Positive	5 Highly Positive	Mean
1. Art	7	-	-	29	57	14	3.86
2. Business	17	-	-	12	29	59	4.47
3. Dist Ed	6	-	-	17	33	50	4.33
4. Elem	108	-	5	15	63	18	3.94
5. English	18	-	-	28	44	28	4.00
6. HPE	17	-	-	6	65	29	4.24
7. Home Ec	12	-	-	33	50	17	3.83
8. Ind Ed	3	-	33	-	67	-	3.33
9. Fgn Lang	5	-	-	20	80	-	3.80
10. LEM	7	-	-	-	57	43	4.43
11. Math	6	-	-	17	83	-	3.83
12. Sciences	6	-	-	-	83	17	4.17
13. Music	9	-	11	22	56	11	3.67
14. Soc Sci	11	-	-	9	46	46	4.36
15. EMR	52	-	8	19	60	14	3.79
16. H.I.	15	-	-	20	27	53	4.33
17. LBD/Elem	117	-	2	12	51	35	4.20
18. Sph&HrTh	11	-	-	18	82	-	3.82
Total (1980-85)	427	-	3	15	56	26	4.05
(1975-80)	504	-	2	15	60	23	4.03
Teaching Field							
1. Elem	110	-	5	15	64	17	3.94
2. Sec Ed	46	-	-	17	59	24	4.07
3. Spec Ed	195	-	3	15	53	29	4.08
4. Specialize	75	-	3	16	49	32	4.11
Teaching Location							
1. Rural	184	-	3	13	59	25	4.05
2. Suburban	191	-	3	17	53	27	4.04
3. Urban	42	-	2	17	60	21	4.00
Yrs. Taught							
1. 1	80	-	3	16	54	28	4.06
2. 2	93	-	5	16	50	29	4.02
3. 3	82	-	5	15	57	23	3.99
4. 4	76	-	1	13	65	21	4.05
5. 5	90	-	1	17	54	28	4.09

SECTION E : Please rate the materials and services of the CURRICULUM LIBRARY (located in the Library).
B. Workshop facilities where you could prepare new instructional materials or copy existing materials.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean
1. Art	7	-	14	29	57	-	3.43
2. Business	17	-	-	47	47	6	3.59
3. Dist Ed	6	17	17	-	50	17	3.33
4. Elem	107	1	5	34	47	14	3.68
5. English	17	-	6	35	47	12	3.65
6. HPE	15	-	-	13	87	-	3.87
7. Home Ec	12	-	-	50	33	17	3.67
8. Ind Ed	3	-	-	33	67	-	3.67
9. Fgn Lang	5	-	-	20	80	-	3.80
10. LEM	4	-	-	-	75	25	4.25
11. Math	5	-	20	60	-	20	3.20
12. Sciences	6	-	-	33	67	-	3.67
13. Music	9	-	-	44	33	22	3.78
14. Soc Sci	11	-	9	36	46	9	3.55
15. EMR	51	-	16	33	37	14	3.49
16. H.I.	15	-	-	33	33	33	4.00
17. LBD/Elem	113	-	5	35	44	16	3.71
18. Sph&HrTh	11	9	9	18	64	-	3.36
Total (1980-85)	414	1	6	33	46	14	3.66
(1975-80)	481	1	7	34	48	10	3.60
Teaching Field							
1. Elem	108	1	5	34	46	14	3.68
2. Sec Ed	44	-	7	36	48	9	3.59
3. Spec Ed	190	1	8	33	43	16	3.66
4. Specialize	71	1	3	31	55	10	3.69
Teaching Location							
1. Rural	180	1	3	36	46	14	3.69
2. Suburban	184	1	8	33	45	14	3.63
3. Urban	40	-	13	28	50	10	3.58
Yrs. Taught							
1. 1	76	1	8	34	46	11	3.57
2. 2	91	2	3	31	45	19	3.75
3. 3	78	-	12	35	44	10	3.53
4. 4	76	-	5	40	42	13	3.63
5. 5	87	-	2	30	53	15	3.80

SECTION E: C. Various media, such as maps, globes, charts, pictures, films, video/audio tapes, recordings, etc.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean
1. Art	7	-	-	29	43	29	4.00
2. Business	17	6	6	29	53	6	3.47
3. Dist Ed	6	17	-	17	50	17	3.50
4. Elem	108	-	-	12	47	41	4.29
5. English	18	-	6	33	39	22	3.78
6. HPE	16	-	-	6	81	13	4.06
7. Home Ec	12	8	-	67	17	8	3.17
8. Ind Ed	3	-	-	33	33	33	4.00
9. Fgn Lang	5	-	-	20	60	20	4.00
10. LEM	7	-	-	14	29	57	4.43
11. Math	5	-	20	40	40	-	3.20
12. Sciences	6	-	-	-	100	-	4.00
13. Music	8	-	-	13	63	25	4.13
14. Soc Sci	11	-	-	9	73	18	4.09
15. EMR	52	-	2	21	54	23	3.98
16. H.I.	15	-	-	13	33	53	4.40
17. LBD/Elem	116	-	1	16	48	35	4.16
18. Sph&HrTh	11	-	9	46	36	9	3.45
Total (1980-85)	423	1	1	19	49	30	4.06
(1975-80)	496	0	2	23	51	23	3.95
Teaching Field							
1. Elem	110	-	-	12	48	40	4.28
2. Sec Ed	45	-	4	22	58	16	3.84
3. Spec Ed	194	-	2	19	48	31	4.09
4. Specialize	73	4	1	27	48	19	3.77
Teaching Location							
1. Rural	182	1	1	16	53	29	4.09
2. Suburban	189	1	2	23	46	29	4.01
3. Urban	42	-	5	14	50	31	4.07
Yrs. Taught							
1. 1	80	1	4	20	41	34	4.03
2. 2	91	2	-	21	45	32	4.04
3. 3	80	-	1	20	51	28	4.05
4. 4	76	-	-	12	62	26	4.14
5. 5	90	-	2	21	48	29	4.03

SECTION E: D. Examples of courses of study and teaching units.

Major	N	Responses (In Percents)					
		1 Highly Negative	2 Negative	3 Average So-So	4 Positive	5 Highly Positive	Mean
1. Art	7	-	14	14	71	-	3.57
2. Business	17	6	6	18	41	29	3.82
3. Dist Ed	6	33	-	50	17	-	2.50
4. Elem	107	-	3	25	44	28	3.97
5. English	18	-	-	72	22	6	3.33
6. HPE	15	-	-	13	80	7	3.93
7. Home Ec	12	-	-	33	50	17	3.83
8. Ind Ed	3	-	33	33	33	-	3.00
9. Fgn Lang	4	-	25	25	50	-	3.25
10. LEM	6	-	-	17	17	67	4.50
11. Math	5	-	-	40	60	-	3.60
12. Sciences	6	-	-	50	50	-	3.50
13. Music	9	-	-	11	67	22	4.11
14. Soc Sci	11	-	-	18	36	46	4.27
15. EMR	52	-	8	29	44	19	3.75
16. H.I.	15	-	13	13	53	20	3.80
17. LBD/Elem	113	-	2	24	45	29	4.02
18. Sph&HrTh	9	-	-	44	56	-	3.56
Total (1980-85)	415	1	4	27	46	23	3.87
(1975-80)	492	0	6	27	50	18	3.80
Teaching Field							
1. Elem	108	-	3	25	44	28	3.97
2. Sec Ed	44	-	2	48	36	14	3.61
3. Spec Ed	189	-	4	25	47	24	3.90
4. Specialize	73	4	4	22	51	19	3.77
Teaching Location							
1. Rural	180	1	3	28	43	24	3.88
2. Suburban	185	1	4	25	49	21	3.85
3. Urban	40	3	3	30	38	28	3.85
Yrs. Taught							
1. 1	78	1	3	24	46	26	3.92
2. 2	90	1	3	28	36	32	3.94
3. 3	79	-	6	28	47	19	3.78
4. 4	76	1	-	24	55	20	3.92
5. 5	86	-	6	27	48	20	3.81

SECTION E : E. Examples of books commonly used in the elementary and secondary schools.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean
1. Art	6	-	33	33	17	17	3.17
2. Business	17	-	6	12	29	53	4.29
3. Dist Ed	6	17	-	33	17	33	3.50
4. Elem	108	-	-	12	45	43	4.31
5. English	18	-	6	22	50	22	3.89
6. HPE	16	-	-	13	63	25	4.13
7. Home Ec	12	-	8	33	25	33	3.83
8. Ind Ed	3	-	-	-	67	33	4.33
9. Fgn Lang	4	-	-	50	50	-	3.50
10. LEM	7	-	-	-	71	29	4.29
11. Math	6	-	17	17	33	33	3.83
12. Sciences	6	-	-	33	67	-	3.67
13. Music	9	-	-	56	33	11	3.56
14. Soc Sci	11	-	-	9	27	64	4.55
15. EMR	52	-	4	15	44	37	4.13
16. H.I.	15	-	-	13	27	60	4.47
17. LBD/Elem	116	-	1	13	46	41	4.26
18. Sph&HrTh	10	-	-	30	60	10	3.80
Total (1980-85)	422	0	2	16	44	38	4.17
(1975-80)	497	0	3	18	49	30	4.05
Teaching Field							
1. Elem	109	-	-	12	45	43	4.31
2. Sec Ed	45	-	4	22	44	29	3.98
3. Spec Ed	193	-	2	15	45	39	4.22
4. Specialize	74	1	5	23	41	30	3.92
Teaching Location							
1. Rural	183	-	2	18	40	39	4.17
2. Suburban	188	-	3	13	49	36	4.18
3. Urban	41	2	-	22	37	39	4.10
Yrs. Taught							
1. 1	79	-	3	13	46	39	4.22
2. 2	92	-	1	16	39	44	4.25
3. 3	80	-	3	19	49	30	4.06
4. 4	76	1	1	13	42	42	4.22
5. 5	89	-	3	18	45	34	4.09

SECTION E : Availability of materials.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean
1. Art	7	-	-	29	43	29	4.00
2. Business	16	13	-	19	44	25	3.69
3. Dist Ed	6	17	-	33	33	17	3.33
4. Elem	108	-	2	12	58	28	4.12
5. English	17	-	6	29	47	18	3.76
6. HPE	17	-	-	12	71	18	4.06
7. Home Ec	12	-	-	33	50	17	3.83
8. Ind Ed	3	-	-	33	67	-	3.67
9. Fgn Lang	5	-	-	20	80	-	3.80
10. LEM	7	-	-	-	43	57	4.57
11. Math	6	-	-	33	50	17	3.83
12. Sciences	6	-	-	50	33	17	3.67
13. Music	9	-	-	33	44	22	3.89
14. Soc Sci	11	-	-	9	46	46	4.36
15. EMR	52	-	4	21	48	27	3.98
16. H.I.	15	-	7	7	33	53	4.33
17. LBD/Elem	116	-	1	16	54	28	4.10
18. Sph&HrTh	11	-	-	18	73	9	3.91
Total (1980-85)	424	1	2	18	53	27	4.04
(1975-80)	503	0	3	21	50	26	3.99
Teaching Field							
1. Elem	110	-	2	12	59	27	4.12
2. Sec Ed	45	-	2	27	49	22	3.91
3. Spec Ed	194	-	2	17	52	29	4.08
4. Specialize	74	4	-	23	50	23	3.88
Teaching Location							
1. Rural	184	1	2	21	50	28	4.02
2. Suburban	189	1	2	15	57	26	4.06
3. Urban	41	2	2	20	51	24	3.93
Yrs. Taught							
1. 1	79	3	-	17	54	27	4.03
2. 2	92	1	2	14	46	37	4.15
3. 3	82	-	2	21	60	17	3.91
4. 4	76	-	1	17	54	28	4.08
5. 5	89	-	2	20	51	27	4.02

SECTION E : G. Usage regulations.

		Responses (In Percents)					
Major	N	1 Highly Negative	2 Negative	3 Average So-So	4 Positive	5 Highly Positive	Mean
1. Art	7	-	14	-	71	14	3.86
2. Business	17	-	-	18	77	6	3.88
3. Dist Ed	6	-	-	50	33	17	3.67
4. Elem	108	-	7	19	53	22	3.91
5. English	18	-	11	6	61	22	3.94
6. HPE	17	-	-	-	82	18	4.18
7. Home Ec	12	-	-	17	75	8	3.92
8. Ind Ed	3	-	-	33	67	-	3.67
9. Fgn Lang	5	-	-	40	60	-	3.60
10. LEM	7	-	-	-	43	57	4.57
11. Math	5	-	-	20	60	20	4.00
12. Sciences	5	-	-	60	40	-	3.40
13. Music	9	-	-	22	56	22	4.00
14. Soc Sci	11	-	-	27	55	18	3.91
15. EMR	52	-	2	19	65	14	3.90
16. H.I.	15	-	-	7	40	53	4.47
17. LBD/Elem	117	1	3	18	56	21	3.94
18. Sph&HrTh	11	-	9	18	55	18	3.82
Total (1980-85)	425	0	4	18	58	20	3.94
(1975-80)	500	0	4	23	56	16	3.85
Teaching Field							
1. Elem	110	-	6	18	54	22	3.91
2. Sec Ed	44	-	5	23	57	16	3.84
3. Spec Ed	195	1	3	17	57	22	3.96
4. Specialize	75	-	1	15	68	16	3.99
Teaching Location							
1. Rural	182	-	4	19	58	18	3.90
2. Suburban	191	1	4	16	59	21	3.95
3. Urban	42	-	-	21	55	24	4.02
Yrs. Taught							
1. 1	80	-	3	13	60	25	4.08
2. 2	93	-	2	22	55	22	3.96
3. 3	80	-	5	16	64	15	3.89
4. 4	76	-	5	16	57	22	3.96
5. 5	90	1	4	21	54	19	3.86

SECTION E : H. Helpfulness of staff.

Major	N	Responses (In Percents)					Mean
		1 Highly Negative	2 Negative	3 Average So-So	4 Positive	5 Highly Positive	
1. Art	7	-	-	29	29	43	4.14
2. Business	17	-	-	24	47	29	4.06
3. Dist Ed	6	-	-	17	50	33	4.17
4. Elem	108	-	2	14	46	38	4.20
5. English	18	-	11	22	44	22	3.78
6. HPE	17	-	-	12	59	29	4.18
7. Home Ec	12	-	17	25	50	8	3.50
8. Ind Ed	3	-	-	-	33	67	4.67
9. Fgn Lang	5	-	-	-	80	20	4.20
10. LEM	7	-	-	-	29	71	4.71
11. Math	5	-	-	40	40	20	3.80
12. Sciences	6	-	-	33	67	-	3.67
13. Music	9	-	-	22	33	44	4.22
14. Soc Sci	11	-	-	18	46	36	4.18
15. EMR	51	-	-	24	57	20	3.96
16. H.I.	15	-	-	7	27	67	4.60
17. LBD/Elem	117	-	1	8	52	39	4.30
18. Sph&HrTh	11	-	-	18	55	27	4.09
Total (1980-85)	425	-	2	15	49	35	4.17
(1975-80)	500	0	2	19	48	31	4.06
Teaching Field							
1. Elem	110	-	2	14	47	37	4.20
2. Sec Ed	45	-	4	22	51	22	3.91
3. Spec Ed	194	-	1	12	52	36	4.22
4. Specialize	75	-	3	19	44	35	4.11
Teaching Location							
1. Rural	183	-	2	17	48	33	4.12
2. Suburban	190	-	2	14	50	35	4.18
3. Urban	42	-	-	12	50	38	4.26
Yrs. Taught							
1. 1	80	-	1	14	46	39	4.23
2. 2	93	-	2	15	44	39	4.19
3. 3	81	-	1	17	48	33	4.14
4. 4	76	-	1	16	53	30	4.12
5. 5	89	-	2	11	54	33	4.17

SECTION E : I. Relation to course work.

		Responses (In Percents)					
Major	N	1 Highly Negative	2 Negative	3 Average So-So	4 Positive	5 Highly Positive	Mean
1. Art	6	-	-	17	67	17	4.00
2. Business	17	6	-	24	47	24	3.82
3. Dist Ed	6	17	17	17	33	17	3.17
4. Elem	108	-	1	7	51	41	4.31
5. English	18	-	-	22	61	17	3.94
6. HPE	16	-	-	13	75	13	4.00
7. Home Ec	12	-	-	25	58	17	3.92
8. Ind Ed	3	-	-	-	67	33	4.33
9. Fgn Lang	5	-	-	-	100	-	4.00
10. LEM	7	-	-	-	71	29	4.29
11. Math	6	-	17	17	17	50	4.00
12. Sciences	6	-	-	17	83	-	3.83
13. Music	9	-	-	22	67	11	3.89
14. Soc Sci	11	-	-	9	55	36	4.27
15. EMR	52	-	2	14	56	29	4.12
16. H.I.	15	-	-	7	27	67	4.60
17. LBD/Elem	117	-	-	8	55	38	4.30
18. Sph&HrTh	11	-	-	55	36	9	3.55
Total (1980-85)	425	1	1	12	54	33	4.17
(1975-80)	500	1	1	18	51	29	4.05
Teaching Field							
1. Elem	109	-	1	7	51	40	4.31
2. Sec Ed	46	-	2	15	61	22	4.02
3. Spec Ed	195	-	1	12	52	35	4.23
4. Specialize	74	3	1	18	60	19	3.91
Teaching Location							
1. Rural	184	1	1	13	52	34	4.18
2. Suburban	190	1	1	11	56	31	4.16
3. Urban	41	-	2	10	56	32	4.17
Yrs. Taught							
1. 1	79	1	3	11	47	38	4.18
2. 2	93	1	1	13	53	32	4.14
3. 3	81	-	-	11	61	28	4.17
4. 4	76	-	1	11	53	36	4.22
5. 5	90	-	-	13	56	31	4.18

SECTION E : J. Relation to the learning of teaching skills.

Major	N	Responses (In Percents)					
		1 Highly Negative	2 Negative	3 Average So-So	4 Positive	5 Highly Positive	Mean
1. Art	7	-	-	29	71	-	3.71
2. Business	17	-	6	24	53	18	3.82
3. Dist Ed	6	-	-	33	50	17	3.83
4. Elem	108	-	2	10	49	39	4.25
5. English	18	-	-	22	67	11	3.89
6. HPE	17	-	-	24	71	6	3.82
7. Home Ec	12	-	-	42	42	17	3.75
8. Ind Ed	3	-	-	-	67	33	4.33
9. Fgn Lang	5	-	-	-	100	-	4.00
10. LEM	6	-	-	-	50	50	4.50
11. Math	6	-	17	17	33	33	3.83
12. Sciences	6	-	-	33	67	11	3.67
13. Music	9	-	-	22	67	11	3.89
14. Soc Sci	11	-	9	27	46	18	3.73
15. EMR	52	2	2	21	48	27	3.96
16. H.I.	15	-	-	7	33	60	4.53
17. LBD/Elem	116	-	-	10	50	40	4.29
18. Sph&HrTh	11	-	9	36	46	9	3.55
Total	425	0	2	16	52	31	4.11

New item -- No comparison possible

Teaching Field							
1. Elem	110	-	2	10	50	38	4.25
2. Sec Ed	46	-	4	22	61	13	3.83
3. Spec Ed	194	1	1	15	48	36	4.17
4. Specialize	74	-	1	24	58	16	3.89

Teaching Location							
1. Rural	183	-	2	20	48	31	4.08
2. Suburban	190	1	2	13	54	31	4.12
3. Urban	42	-	-	12	60	29	4.17

Yrs. Taught							
1. 1	79	-	5	13	47	35	4.13
2. 2	92	-	-	20	46	35	4.15
3. 3	82	-	1	11	65	23	4.10
4. 4	76	-	-	17	50	33	4.16
5. 5	90	1	2	17	51	29	4.04

Clinical Lab

The data summaries presented on the next six pages relate to the teachers' evaluations of their experiences in the Clinical Lab. It will be noted that very few of the 1975-80 teachers (N=34) gave evaluations to the various aspects of the Lab. This was due to the fact that the Clinical Lab opened its doors in the late 1970's.

The data presented below relate to how the total group of approximately 280 1980-85 graduates evaluated various aspects of the Lab. There were approximately 550 1980-85 graduates -- only about 50% of them had used the Lab (or chose to provide evaluations of such). As before, the interested reader will need to study each table for findings specific to his/her program.

Table and Item	Description	1980-85 Teachers		
		% Neg	% Pos	Mean
EA	Hours of accessibility	5	71	3.82
EB	Various media and materials	1	79	4.00
EC	Helpfulness of staff	3	80	4.06
ED	Availability of materials	4	75	3.89
EE	Relation to course work	5	72	3.89
EF	Relation to the learning of teaching skills	7	64	3.77

SECTION E : Please rate the materials and services of the CLINICAL LAB (located on the second floor of the Education Building).

A. Hours of accessibility.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean
1. Art	4	-	-	25	75	-	3.75
2. Business	17	-	6	6	47	41	4.24
3. Dist Ed	4	-	-	50	50	-	3.50
4. Elem	64	-	3	19	64	14	3.89
5. English	16	-	6	13	63	19	3.94
6. HPE	17	-	-	18	47	35	4.18
7. Home Ec	3	-	-	67	33	-	3.33
8. Ind Ed	4	-	-	50	50	-	3.50
9. Fgn Lang	4	-	-	25	75	-	3.75
10. LEM	6	-	-	50	33	17	3.67
11. Math	5	-	20	-	80	-	3.60
12. Sciences	4	-	-	-	75	25	4.25
13. Music	9	-	-	56	33	11	3.56
14. Soc Sci	8	-	25	-	25	50	4.00
15. EMR	39	-	13	28	51	8	3.54
16. H.I.	9	-	-	33	44	22	3.89
17. LBD/Elem	62	2	5	26	53	15	3.74
18. Sph&HrTh	7	-	-	29	57	14	3.86
Total (1980-85)	282	0	5	23	54	17	3.82
(1975-80)	34	-	6	32	53	9	3.65
Teaching Field							
1. Elem	67	-	3	19	63	15	3.90
2. Sec Ed	37	-	11	8	60	22	3.92
3. Spec Ed	118	1	7	27	52	14	3.70
4. Specialize	60	-	2	30	47	22	3.88
Teaching Location							
1. Rural	133	-	5	24	51	20	3.85
2. Suburban	116	1	6	19	60	15	3.81
3. Urban	25	-	4	36	44	16	3.72
Yrs. Taught							
1. 1	84	-	4	23	54	20	3.90
2. 2	89	-	8	27	47	18	3.75
3. 3	63	-	5	24	57	14	3.81
4. 4	32	3	3	22	63	9	3.72
5. 5	11	-	9	9	64	18	3.91

SECTION E : B. Various media and materials.

Major	N	Responses (In Percents) 1 Highly Negative	2 Negative	3 Average So-So	4 Positive	5 Highly Positive	Mean
1. Art	4	-	-	25	75	-	3.75
2. Business	17	-	-	18	59	24	4.06
3. Dist Ed	4	-	-	25	75	-	3.75
4. Elem	64	-	2	20	56	22	3.98
5. English	16	-	-	25	50 59	25	4,00
6. HPE	17	-	-	-	71	29	4.29
7. Home Ec	3	-	-	-	100	-	4.00
8. Ind Ed	4	-	25	25	50	-	3.25
9. Fgn Lang	4	-	-	-	50	50	4.50
10. LEM	6	-	-	-	67	33	4.33
11. Math	5	-	-	20	60	20	4.00
12. Sciences	4	-	-	-	100	-	4.00
13. Music	9	-	-	33	56	11	3.78
14. Soc Sci	8	-	-	13	50	38	4.25
15. EMR	39	-	-	28	56	15	3.87
16. H.I.	9	-	-	11	56	33	4.22
17. LBD/Elem	62	-	2	23	53	23	3.97
18. Sph&HrTh	6	-	-	33	33	33	4.00
Total (1980-85)	281	-	1	20	57	22	4.00
(1975-80)	34	0	0	21	65	15	3.94
Teaching Field							
1. Elem	67	-	2	19	57	22	4.00
2. Sec Ed	37	-	-	16	57	27	4.11
3. Spec Ed	117	-	1	24	53	22	3.97
4. Specialize	60	-	2	15	67	17	3.98
Teaching Location							
1. Rural	132	-	1	17	61	22	4.04
2. Suburban	116	-	2	22	53	23	3.98
3. Urban	25	-	-	36	48	16	3.80
Yrs. Taught							
1. 1	84	-	-	14	57	29	4.14
2. 2	88	-	2	31	47	21	3.85
3. 3	63	-	-	19	65	16	3.97
4. 4	32	-	3	13	66	19	4.00
5. 5	11	-	-	9	64	27	4.18

SECTION E : C. Helpfulness of staff.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean
1. Art	4	-	-	25	75	-	3.75
2. Business	17	-	-	18	35	47	4.29
3. Dist Ed	4	-	-	50	50	-	3.50
4. Elem	64	-	6	20	45	28	3.95
5. English	16	-	6	6	44	44	4.25
6. HPE	17	-	-	-	53	47	4.47
7. Home Ec	3	-	-	-	100	-	4.00
8. Ind Ed	4	-	-	-	25	75	4.75
9. Fgn Lang	4	-	-	-	50	50	4.50
10. LEM	6	-	-	17	50	33	4.17
11. Math	5	-	-	-	40	60	4.60
12. Sciences	4	-	-	25	50	25	4.00
13. Music	9	-	-	11	78	11	4.00
14. Soc Sci	8	-	-	-	38	63	4.63
15. EMR	39	3	5	36	46	10	3.56
16. H.I.	9	-	-	11	44	44	4.33
17. LBD/Elem	62	-	3	15	55	27	4.06
18. Sph&HrTh	7	-	-	-	57	43	4.43
Total (1980-85)	282	0	3	17	49	31	4.06
(1975-80)	34	0	6	27	47	21	3.82
Teaching Field							
1. Elem	67	-	6	19	46	28	3.97
2. Sec Ed	37	-	3	5	43	49	4.38
3. Spec Ed	118	1	3	20	51	25	3.95
4. Specialize	60	-	-	13	53	33	4.20
Teaching Location							
1. Rural	133	1	4	18	46	32	4.04
2. Suburban	116	-	3	14	52	31	4.10
3. Urban	25	-	-	20	60	20	4.00
Yrs. Taught							
1. 1	84	-	1	14	49	36	4.19
2. 2	89	-	5	14	47	35	4.12
3. 3	63	-	5	21	56	19	3.89
4. 4	32	-	-	28	47	25	3.97
5. 5	11	9	9	-	46	36	3.91

SECTION E : D. Availability of materials.

Major	N	Responses (In Percents) 1 Highly Negative	2 Negative	3 Average So-So	4 Positive	5 Highly Positive	Mean
1. Art	4	-	-	50	50	-	3.50
2. Business	17	-	-	12	77	12	4.00
3. Dist Ed	4	-	-	50	50	-	3.50
4. Elem	64	-	8	17	50	25	3.92
5. English	16	-	6	13	56	25	4.00
6. HPE	17	-	-	6	71	24	4.18
7. Home Ec	3	-	-	-	100	-	4.00
8. Ind Ed	4	-	-	25	50	25	4.00
9. Fgn Lang	4	-	-	-	50	50	4.50
10. LEM	6	-	-	-	83	17	4.17
11. Math	5	-	-	20	80	-	3.80
12. Sciences	4	-	-	25	75	-	3.75
13. Music	9	-	11	22	44	22	3.78
14. Soc Sci	8	-	-	-	63	38	4.38
15. EMR	38	3	5	37	42	13	3.58
16. H.I.	9	-	-	22	78	-	3.78
17. LBD/Elem	62	-	2	29	50	19	3.87
18. Sph&HrTh	6	-	-	17	67	17	4.00
Total (1980-85)	280	0	4	21	56	19	3.89
(1975-80)	34	3	3	24	65	6	3.68

Teaching Field

Teaching Field	N	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean
1. Elem	67	-	8	16	51	25	3.94
2. Sec Ed	37	-	3	11	62	24	4.08
3. Spec Ed	116	1	3	30	51	16	3.78
4. Specialize	60	-	2	17	67	15	3.95

Teaching Location

Teaching Location	N	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean
1. Rural	132	-	3	24	55	19	3.89
2. Suburban	115	-	5	15	59	21	3.96
3. Urban	25	4	-	36	48	12	3.64

Yrs. Taught

Yrs. Taught	N	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean
1. 1	84	1	2	16	56	25	4.01
2. 2	88	-	2	24	52	22	3.93
3. 3	63	-	6	22	60	11	3.76
4. 4	32	-	6	34	47	13	3.66
5. 5	10	-	-	-	80	20	4.20

SECTION E : E. Relation to course work.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Highly Negative	Negative	Average So-So	Positive	Highly Positive	Mean
1. Art	4	-	25	25	50	-	3.25
2. Business	17	-	-	12	65	24	4.12
3. Dist Ed	4	-	-	25	50	25	4.00
4. Elem	64	2	5	22	42	30	3.94
5. English	16	-	6	38	38	19	3.69
6. HPE	17	-	-	12	53	35	4.24
7. Home Ec	3	-	-	-	100	-	4.00
8. Ind Ed	4	25	-	50	25	-	2.75
9. Fgn Lang	4	-	-	-	50	50	4.50
10. LEM	6	-	-	33	67	-	3.67
11. Math	5	-	20	20	60	-	3.40
12. Sciences	4	-	-	50	50	-	3.50
13. Music	9	-	11	33	44	11	3.56
14. Soc Sci	8	-	25	13	38	25	3.63
15. EMR	39	3	-	26	51	21	3.87
16. H.I.	9	-	-	11	44	44	4.33
17. LBD/Elem	62	-	3	21	53	23	3.95
18. Sph&HrTh	7	-	14	43	14	29	3.57
Total (1980-85)	282	1	4	23	49	23	3.89
(1975-80)	34	0	0	18	56	27	4.09
Teaching Field							
1. Elem	67	2	5	21	43	30	3.96
2. Sec Ed	37	-	11	27	43	19	3.70
3. Spec Ed	118	1	3	23	50	24	3.93
4. Specialize	60	2	3	22	55	18	3.85
Teaching Location							
1. Rural	133	2	5	22	48	24	3.89
2. Suburban	116	1	5	22	47	25	3.91
3. Urban	25	-	-	28	56	16	3.88
Yrs. Taught							
1. 1	84	1	5	16	51	27	3.99
2. 2	89	2	5	28	39	26	3.82
3. 3	63	-	6	33	44	16	3.70
4. 4	32	-	-	9	72	19	4.09
5. 5	11	-	-	9	55	36	4.27

SECTION E : F. Relation to the learning of teaching skills.

		Responses (In Percents)					
Major	N	1 Highly Negative	2 Negative	3 Average So-So	4 Positive	5 Highly Positive	Mean
1. Art	4	-	25	75	-	-	2.75
2. Business	17	-	-	6	71	24	4.18
3. Dist Ed	4	-	-	25	75	-	3.75
4. Elem	64	2	8	30	36	25	3.75
5. English	16	-	6	44	31	19	3.63
6. HPE	17	-	-	18	41	41	4.24
7. Home Ec	3	-	-	33	67	-	3.67
8. Ind Ed	4	25	-	25	50	-	3.00
9. Fgn Lang	4	-	-	-	50	50	4.50
10. LEM	6	-	-	50	50	-	3.50
11. Math	5	-	20	40	40	-	3.20
12. Sciences	4	-	-	75	25	-	3.25
13. Music	9	-	-	56	22	22	3.67
14. Soc Sci	8	-	25	25	25	25	3.50
15. EMR	39	3	5	31	46	15	3.67
16. H.I.	9	-	11	11	33	44	4.11
17. LBD/Elem	62	-	3	27	48	21	3.87
18. Sph&HrTh	7	-	14	42	14	29	3.57
Total	282	1	6	30	42	22	3.77

New item -- NO comparison possible

Teaching Field							
1. Elem	67	2	8	28	37	25	3.78
2. Sec Ed	37	-	11	38	32	19	3.59
3. Spec Ed	118	1	5	28	44	22	3.81
4. Specialize	60	2	2	30	48	18	3.80

Teaching Location							
1. Rural	133	2	4	32	38	24	3.80
2. Suburban	116	1	10	24	45	21	3.75
3. Urban	25	-	-	28	56	16	3.88

Yrs. Taught							
1. 1	84	1	6	32	36	25	3.77
2. 2	89	2	7	30	37	24	3.73
3. 3	63	-	8	32	44	16	3.68
4. 4	32	-	-	22	63	16	3.94
5. 5	11	-	-	9	55	36	4.27

A Comparison of Teachers' Expectations and On-the-Job Realities for Selected Working Conditions

(This Report is Volume 5 of a 7 Volume Set of
Evaluation Reports Related to Teachers' Appraisals
of Their BGSU Preparation for the Teaching Profession
(Based on 552 1980-85 Graduates)

The other six volumes are:

Volume 1. Teachers' Summary Evaluations of Their BGSU Programs

Volume 2. Teachers' Evaluations of Selected BGSU Courses and Experiences (Based on 552 1980-85 Graduates)

Volume 3. Teachers' Needs and Proficiencies in Selected Competencies -- Also, Where These Competencies Were Developed

Volume 4. Teachers' Evaluations of Their BGSU (1) Academic/ Career Advising and (2) Instructional Materials

Volume 6. The Concerns and Attitudes of Teachers Prepared at BGSU

Volume 7. Teachers' Narrative Suggestions on How BGSU Can Better Prepare Teachers

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Report Prepared for the Faculty of the Program Areas
College of Education and Allied Professions
Bowling Green State University

by

Office of Educational Research & Services
Fred L. Pigge, Director

Fall, 1986

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Foreword

A companion document entitled "Appraisals of the Performances of Teachers Prepared at Bowling Green State University" (OERS; Summer, 1986; 88 pages) was prepared and distributed to program leaders during the first week of September, 1986. This companion report presents evaluative performance summaries from 627 principals or supervisors of teachers who were prepared at BGSU during 1980-85. The primary purpose of this document was to report how BGSU's "products" were perceived to be performing in the field.

On the other hand, the present volume is one of seven that present summaries of how 552 former BGSU students who had one through five years teaching experience evaluated various segments/courses/ experiences of their BGSU teacher education programs. The titles of the present as well as the other six volumes are listed on the cover page of this report.

It should be noted that Section A is the same for each of the seven volumes. The description of the population, respondents, and the questionnaire, three items that are presented in Section A, permit each volume to stand on its own. "New" non-repeating material begins with Section B of each volume.

A Comparison of Teachers' Expectations and On-the-Job Realities for Selected Working Conditions

Overview

The initial section (A) of this report addresses the population, sample, and instrument. Section B will present 24 tables and related narrative pertaining to an analysis of teachers' prior expectations and on-the-job reality ratings for several working conditions, i.e., what they expected prior to obtaining a job compared to what they experienced on the job. Section C will reproduce a paper that was given at the 1986 ASCD Annual Convention. This paper analyzed beginning teachers' (with no more than two years experience) expectations and realities.

Section A

THE QUESTIONNAIRE AND DESCRIPTION OF THE RESPONDENTS

Population

The data in Table 1 indicate that for the five years between 1980 and 1984, inclusive, there were 3,422 graduates of BGSU who were qualified to receive State of Ohio Teaching Certificates. As of October, 1984, 1116 (33%) of these graduates were found to be teaching in the State of Ohio. This search, done by the Computer Services Division of the State Department of Education, keyed in on students' social security numbers furnished by BGSU and utilizing the October 1984 building principal reports. (Each building principal in the State is required to complete a

Table 1
Number of 1980 Through 1984 Graduates by Major and Number and Percent Teaching in Ohio as of October, 1984

Major Code	Description	# of Grads 80-84	# 80-84 Grads Teaching in Ohio and Sent Questionnaire	% Working in Ohio
120	American Studies	4	0	0
130 & 135	Art	58	21	36
150,162,165	Business	145	41	28
155	Biology	41	14	34
205	Chemistry	6	3	50
217	Communications	16	6	38
220	Computer Science	11	1	9
225	Distributive Educ	47	17	36
245	Early Childhood	65	13	20
250	Earth Science	9	1	11
270	Elementary Education	810	236	29
274 & 275	P.E.I. (Elem Ed)	51	12	24
280	English	100	33	33
294	Environmental Science	6	1	17
305	French	11	4	36
340	Geography	3	1	33
360	German	7	4	57
405	HPER III	26	3	12
410	HPER II	17	3	18
415	Health	46	5	11
417	PE Plan III	105	32	30
418	PE Plan II	135	23	17
419	PE RH	2	0	0
420	History	25	3	12
440	Home Economics	82	30	37
450	Industrial Education	77	28	36
510	Journalism	11	6	55
540	Library & Ed Media	36	12	33
551 & 550	Math, Computer Sci	95	24	25
591	Music	226	54	24
640	Physics	4	2	50
650	Political Science	7	1	14
670	Psychology	21	2	10
820	Science Comprehensive	19	14	74
840	Social Studies	119	26	22
850	Spanish	22	9	41
852	MSPH/Elem	7	2	29
853	EMR/Elem	93	53	57
854	MSPH/EMR	93	32	34
856	HI/Elem	105	34	32
857	LBD/Elem	412	219	53
858	EMR	37	20	54
859	MSPH	12	3	25
860	Speech	37	4	11
861	LBD	3	1	33
862	Hearing Impaired	2	1	50
863	LBD/EMR/Elem	4	2	50
870	Speech&Hear Therapy	152	60	39
	TOTALS	3422	1116	33%

report listing basic data on each of his/her teachers in October.)

Sample

In April and May, 1985, an eight page evaluative follow-up instrument was mailed to each of these 1116 teachers. A copy of this questionnaire is presented on the last eight pages of this section, starting on page 8. The analyses and summaries of the teachers' (past BGSU students') responses to this questionnaire form the basis for the present document.

Respondents

Data in Table 2 reveal that 552 (49%) of the teachers completed the instrument. One reminder to non-respondents was sent approximately three weeks after the initial mailing.

Combining the information presented in Tables 1 and 2 and, as an illustration, for the English majors, it may be observed from Table 1 that there were 100 English graduates between 1980 and 1984 and 33 (33%) of them were found to be teaching in Ohio during October, 1984. However, in Table 2 and for the English area, it may be observed that 49 questionnaires were sent to these teachers. The 49 graduates in the general English area were derived as follows: Communications (6), English (33), Journalism (6), and Speech (4). Similar groupings were done within other major areas, reducing the 48 specific entries in Table 1 to 18 general categories in Table 2. Findings of the teachers' ratings are presented by these 18 general program areas.

Table 2
Numbers and Percents of Teacher and Principal Respondents

Major Area	Number of Questionnaires Sent to Teachers and Their Principals	Teachers Number Received	Teachers Per-cent	Principals Number Received	Principals Pe ce
1. Art	21	11	52	9	4
2. Business	41	24	59	24	5
3. Dist Educ	17	12	71	9	5
4. Elementary	249	121	49	141	5
5. English	49	27	55	28	5
6. HPE	78	30	38	34	4
7. Home Ec	30	15	50	19	6
8. Ind Educ	28	12	43	18	6
9. Foreign Lang	17	8	47	13	7
10. L.E.M.	12	7	58	10	8
11. Math	25	11	44	20	8
12. Sciences	35	14	40	22	6
13. Music	54	18	33	14	2
14. Social Sci	33	12	36	14	4
15. EMR	112	58	52	70	6
16. H.I.	35	16	46	17	4
17. LBD/Elem	220	126	57	128	5
18. Sph & HrTh	60	30	50	37	6
TOTALS	1116	552	49	627	5

In addition, findings are also tabulated and presented by general teaching field (elementary, secondary education, specialized education and special education), by teaching location (rural, suburban, and urban), and by number of years of teaching experience (1 through 5).

The teachers were also asked questions (Items A6 and A7) relative to how they would classify the school building in which they were teaching and how they would classify the building(s) where they attended high school. Responses to Item A6 revealed that there were about an equal number of our graduates teaching in rural (44%) and suburban (46%) schools while the other 10% were working in urban buildings. It may be noted that the various special education majors were by far the largest contributors to the number who were teaching in the urban buildings. The responses to Item A7 indicate that approximately half (53%) of the teachers had attended suburban high schools, approximately one-third (34%) rural high schools, and the remaining 13% (N=70) had attended urban high schools.

Item 10 in the first section (A) of the questionnaire inquired as to the teachers' status regarding a masters degree. The analysis of the teachers' responses to this item revealed that 6% (approximate N of 30-35) of these teachers had their masters degrees, that approximately half (53%) had not taken any courses leading toward an advanced degree and that approximately one-fourth (26%) had taken 1 or 2 courses. Among the additional findings that are presented in relation to Item A10, it may be observed:

1. Teachers with more years of experience had made more progress toward masters degrees.
2. A greater proportion of suburban teachers than rural and urban teacher had their masters degrees.

Relative to the experience patterns of the teachers, the data indicate that there were approximately 95 first-year (17%), 120 second-year (22%), 105 third-year (19%), 105 fourth-year (19%), and 125 (23%) fifth-year teachers who responded to the various questionnaire items.

Teachers' Responses to Items
A6 and A7

SECTION A: Placement and Experience Data

	Responses (In Percents)							
	6. How would your school building be classified?				7. How would the high school you attended be classified?			
Major	N	Rural	Suburban	Urban	N	Rural	Suburban	Urban
1. Art	11	64	36	-	11	55	36	9
2. Business	24	42	46	13	24	46	42	13
3. Dist Ed	12	58	25	17	12	8	75	17
4. Elem	118	49	40	11	120	38	48	14
5. English	27	44	48	7	27	44	48	7
6. HPE	30	40	43	17	30	30	67	3
7. Home Ec	14	50	36	14	15	40	60	-
8. Ind Ed	12	50	50	-	12	50	42	8
9. Fgn Lang	8	50	50	-	8	25	75	-
10. LEM	7	71	29	-	7	43	43	14
11. Math	11	27	73	-	11	55	36	9
12. Sciences	14	64	36	-	14	21	71	7
13. Music	18	72	28	-	18	50	44	6
14. Soc Sci	12	42	58	-	11	27	55	18
15. EMR	58	28	59	14	58	16	60	24
16. H.I.	15	13	67	20	16	19	50	31
17. LBD/Elem	124	40	47	13	124	33	54	13
18. Sph&HrTh	29	52	45	3	30	37	50	13
Total	544	44	46	10	548	34	53	13

Item 10
What is your current status regarding a Masters degree?

	10. What is your current status regarding a Masters degree?						
Major	N	1*	2*	3*	4*	5*	6*
1. Art	11	36	46	-	-	18	-
2. Business	24	58	17	8	-	-	17
3. Dist Ed	12	75	17	-	-	8	-
4. Elem	121	53	27	6	2	3	9
5. English	27	44	22	7	15	11	-
6. HPE	30	63	17	-	7	10	3
7. Home Ec	15	60	20	7	7	7	-
8. Ind Ed	12	67	25	8	-	-	-
9. Fgn Lang	8	75	25	-	-	-	-
10. LEM	7	57	14	-	14	-	14
11. Math	11	64	18	-	9	-	9
12. Sciences	14	43	36	7	7	7	-
13. Music	18	83	6	6	6	-	-
14. Soc Sci	12	50	17	8	8	-	17
15. EMR	58	47	36	7	3	5	2
16. H.I.	16	50	31	6	6	-	6
17. LBD/Elem	126	47	28	6	4	8	8
18. Sph&HrTh	30	53	23	-	10	3	10
Total	552	53	26	5	5	5	6
Teaching Field							
1. Elem	127	54	26	6	2	5	9
2. Sec Ed	71	52	24	6	10	4	4
3. Spec Ed	230	48	30	5	5	6	7
4. Specialize	123	63	20	4	4	5	5
Teaching Location							
1. Rural	241	58	29	3	3	5	3
2. Suburban	248	48	23	7	5	6	11
3. Urban	55	53	27	6	7	6	2
Yrs. Taught?							
1. 1	94	82	12	1	-	-	5
2. 2	121	65	26	3	2	1	3
3. 3	105	51	34	3	5	4	3
4. 4	104	36	29	11	8	7	11
5. 5	123	36	26	7	7	14	10

*1. Have not taken any courses	*4. About 1/2 done
*2. Have taken 1 or 2 courses	*5. About 3/4 done
*3. About 1/4 done	*6. Have a Masters degree

8.

Bowling Green State University

College of Education
Office of Research and Services
Suite 310 Education Building
Bowling Green, Ohio 43403
(419) 372-0151, Ext 274
Cable BGSUOH

Spring, 1985

TO: Recent Graduates
College of Education
BGSU

Dear Teacher Graduate:

Faculty and staff in the College of Education often ask ourselves questions like, "Just how well have we prepared our graduates for teaching?" 'How valuable are some of the required courses?" "Are we emphasizing needed competencies?" The purpose of this correspondence is for assistance in helping us arrive at answers to these questions.

Please take a few minutes to give us your honest reactions to the questions posed on the accompanying questionnaire. This questionnaire is being sent to recent BGSU graduates (1980-84) who are teaching in the State of Ohio. After analyzing your responses and summarizing your comments, we will be in a better position than we are now to make plans for improving our teacher education programs.

There are three primary reasons why the College of Education conducts follow-up evaluative endeavors approximately every fourth or fifth year:

1. We desire to know what graduates think of the courses, projects and experiences in which they were required to enroll.
2. The responses, as a total group and by each major, should suggest specific and worthwhile changes and revisions in our curriculums.
3. The Ohio State Department of Education and various regional and national accrediting agencies demand that evaluative follow-up studies of past teacher education graduates be completed at periodic intervals and that the results be utilized to promote better and stronger programs.

Please be assured that your responses will remain anonymous. Only summary tabulations by years of experience, teaching areas, or other groupings will be presented to our faculty and to the accrediting agencies. When your responses have been coded onto computer tape, this questionnaire will be destroyed. Under no circumstances will your responses be known to any of our faculty or used to your betterment or detriment.

We realize this somewhat lengthy form will take several minutes for you to conscientiously complete. In debating whether to use a short form or a longer questionnaire, the faculty concluded that the present form would permit you to give us more valuable information and insights and should thus be used in gathering data for planning purposes. Needless to say, WE ARE APPRECIATIVE OF YOUR COOPERATION IN COMPLETING THIS FORM.

If at all possible, please return the completed form via the enclosed pre-addressed, postage-paid envelope within 10 to 14 days of its receipt.

Sincerely yours,

Fred Pigge

Fred L. Pigge, Director
Educational Research & Services

P.S. Be sure to read item 5 on the last page.

9.

1				
1	2	3	4	5

AN APPRAISAL OF MY PREPARATION AS A TEACHER
AT BOWLING GREEN STATE UNIVERSITY

There are several sections to this questionnaire. Section A asks for personal data, such as name, major, where you are teaching, etc. Other sections consist of questions which, for example, will permit you to "evaluate" your experience at BGSU. (Ignore the numbers in parentheses, they are for data entry use only.)

SECTION A: Placement and Experience Data

1. Name ______________________ Social Security Number ____________ (6-14)
2. Undergraduate Major(s) ______________________ (15-17) ______ (18) Minor(s) ______________________ (19-21)
3. Grades or Subjects Taught During Student Teaching ______________________ (22-24)
4. Grades or Subjects Taught This Year ______________________ (25-27)
5. Employing School District ______________________
name
____
address
____
6. In your opinion, how would your school building be classified?
______ 1. Rural ______ 2. Suburban (includes small cities) ______ 3. Urban (large cities over 50,000) (28)
7. In your opinion, how would the high school you attended be classified? (29)
______ 1. Rural ______ 2. Suburban ______ 3. Urban
8. Including the present year, how many years have you taught? ______ yrs. (30)
9. When did you graduate from BGSU? 19 ______ (31-32)
10. What is your current status regarding a Masters degree?
______ 1. Have not taken any courses.
______ 2. Have taken 1 or 2 courses.
______ 3. About ¼ done.
______ 4. About ½ done.
______ 5. About ¾ done. (33)
______ 6. Have a Masters degree.
11. What grade would you give the teacher education training you received at BGSU? (34)
______ 1. A
______ 2. B
______ 3. C
______ 4. D.
______ 5. F (Fail)
______ 6. Don't know
12. (Optional) What, to the best of your memory, was your final overall undergraduate grade-point average at BGSU?
______ 1. 2.00 - 2.24
______ 2. 2.25 - 2.49
______ 3. 2.50 - 2.74
______ 4. 2.75 - 2.99
______ 5. 3.00 - 3.24 (35)
______ 6. 3.25 - 3.49
______ 7. 3.50 - 3.74
______ 8. 3.75 - 4.00

SECTION B: Courses and Experiences

1. Please circle the numeral which indicates your rating of the value of each of these courses or experiences in your preparation to become a teacher

Courses	Highly Valuable	Valuable	Of Moderate Value	Of Little Value	Of No Value	Not Required in My Program	
A. Exploring the Profession (EDFI/CI 202, PEP 247 or 233, MUED 240, etc. — the introductory education course — regardless of teaching area)	5	4	3	2	1	0	(36
B. Educational Psychology (EDFI 302)	5	4	3	2	1	0	(37
C. Methods course (or methods sequence if elementary, special education or foreign language) Examples are: Secondary Methods; Math and Science Methods; and other "How to Courses"	5	4	3	2	1	0	(38
D. Reading in the Content Area (EDCI 360)	5	4	3	2	1	0	(39
E. Educational Media (LEM 301)	5	4	3	2	1	0	(40
F. Exceptional Child in Regular Classroom (EDSE 311)	5	4	3	2	1	0	(41
G. Adaptive Physical Education (PEP 433)	5	4	3	2	1	0	(42
H. Assessment and Evaluation in Education (Test and Measurements) (EDFI 402)	5	4	3	2	1	0	(43
I. Assessment and Evaluation in Physical Education (Tests and Measurements (PEP 402)	5	4	3	2	1	0	(44
J. Education in a Pluralistic Society (EDFI 408)	5	4	3	2	1	0	(45
K. Organization and Administration of Education in American Society (EDAS 409)	5	4	3	2	1	0	(46
Field Experience							
L. Student Teaching	5	4	3	2	1	0	(47
M. Student Teaching Seminars	5	4	3	2	1	0	(48
N. Field Experiences Related to EDCI/FI 202 or other such courses (see "A" above)	5	4	3	2	1	0	(49
O. All other field experiences you may have taken, such as MEP, Methods Observations, MUED 340, etc. If possible, list the experience(s) you are rating________________ ________________	5	4	3	2	1	0	(50

2. Please check the one answer you consider most appropriate.

A. BGSU gave me very early in my studies an adequate orientation to teacher education, e.g., career options, employment potential, working conditions and expectations, salaries, etc. (circle numeral)

5	5	3	2	1	(51
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	

B. The number of courses or credits required for my **major** (Non-education courses, such as English courses for English majors; math courses for math majors; HPER non-methods courses for HPER majors; music performance, applied studies, music history and composition courses for music majors, etc.) was:

________ 1. too large or too many
________ 2. too small or too few (52
________ 3. about right

C. The content of the courses covered in "B" above was:

________ 1. very relevant to the needs of the teachers
________ 2. moderately relevant to the needs of teachers (53
________ 3. largely irrelevant to the needs of teachers

D. The content of the courses covered in "B" above was:

________ 1. too broad and general for the needs of teachers
________ 2. too narrow and specialized; too indepth
________ 3. well balanced to provide both the necessary breadth and depth (54

E. The number of credits or courses required in the **professional component** (commonly called "the education courses" — examples are: the courses listed at the beginning of this Section B (EDFI/CI 202, Ed Psy, Student Teaching, etc., MUED courses such as 240, 340, 359 and other required education courses for music majors, etc.) was:

________ 1. too large or too many
________ 2. too small or too few (55
________ 3. about right

F. The content and experiences making up the professional component (described in E above) were:

________ 1. generally well suited to preparation of a teacher
________ 2. somewhat suited to preparation of a teacher (56
________ 3. of very little real contribution to preparation of a teacher

SECTION C: Your Perceived Need for and Proficiency in Selected Competencies — Also, Where were These Proficiencies Developed?

Presented below are descriptions of 28 competency areas. In the first column **(NEED)**, please indicate by circling the appropriate numeral your need for possessing each competency in carrying out your teaching functions. In the second column **(PROFICIENCY)**, please denote an estimate of your classroom proficiency for each competency. Finally, in the third column **(WHERE DEVELOPED?)**, please denote, in order, the one, two or three areas or experiences that contributed most to your noted proficiency.

For the **WHERE DEVELOPED?** column, please choose from among these nine areas or experiences:

Code	**Possible Contributors**
1	— Pre-student teaching field experience
2	— Student Teaching
3	— Clinical Laboratory (2nd floor of Education Building)
4	— Other course work and experience at BGSU
5	— First year teaching experience
6	— Teaching experience after first year
7	— Inservice training
8	— Other teachers
9	— Supervisors and/or administrators

An illustrative example:

	Need					**Proficiency**					**Where Developed?**		
	High		**Ave**		**Low**	**High**		**Ave**		**Low**	**Most**	**2nd Most**	**3rd Most**
	[✓ 5]	4	3	2	1	5	[✓ 4]	3	2	1	2	4	5

For item 1 below, "Your ability to prepare and develop lesson plans and teaching units," a teacher may have circled a 5 under **NEED** to show that she had a high need for this competency, may have circled 4 for a **PROFICIENCY** rating, and under **"WHERE DEVELOPED?"** may have put, in order **2 4 5.** She is telling us that she credits "student teaching" (code 2) as the most important contributing experience to her proficiency in this area, that she thought "other course work and experience at BGSU" (code 4) contributed 2nd most and that "first year teaching experience" (code 5) was the third greatest contributing cause to her proficiency in developing lesson plans and teaching units. At times it may be difficult for you to list more than one or two areas which were the primary contributing causes for a certain proficiency level; in this case please feel free to leave the third and/or the second space(s) blank.

COMPETENCIES Your Ability to:	To be successful in your job, what is your NEED for this competency? High		Average		Low	An Estimate of Your Classroom PROFICIENCY in this Area High		Average		Low	WHERE DEVELOPED? Most	2nd Most	3rd Most	
1. Prepare and develop lesson plans and teaching units	5	4	3	2	1	5	4	3	2	1	____	____	____	(57-61)
2. Deal with pupil behavior problems	5	4	3	2	1	5	4	3	2	1	____	____	____	(62-66)
3. Select, prepare, and effectively utilize educational media	5	4	3	2	1	5	4	3	2	1	____	____	____	(67-71)
4. Analyze and evaluate your teaching performance skills	5	4	3	2	1	5	4	3	2	1	____	____	____	(72-76)

2 ___ ___ ___ ___
(1) (2) (3) (4) (5)

5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils	5	4	3	2	1	5	4	3	2	1	____	____	____	(6-10)
6. Diagnose pupil problems (via testing instruments, observational techniques, etc.)	5	4	3	2	1	5	4	3	2	1	____	____	____	(11-15)
7. (After diagnosis)... make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes	5	4	3	2	1	5	4	3	2	1	____	____	____	(16-20)
8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(21-25)
9. Motivate student achievement via modeling, reinforcement, provision of success experience, appeal to student interests, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(26-30)
10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(31-35)
11. Teach reading in your grade or subject area	5	4	3	2	1	5	4	3	2	1	____	____	____	(36-40)
12. Prepare teacher made tests and evaluate/report pupil progress	5	4	3	2	1	5	4	3	2	1	____	____	____	(41-45)
13. Understand and utilize standardized tests	5	4	3	2	1	5	4	3	2	1	____	____	____	(46-50)
14. Communicate effectively with parents and students regarding student progress	5	4	3	2	1	5	4	3	2	1	____	____	____	(51-55)

Your Ability to:	COMPETENCIES	To be successful in your job, what is your **NEED** for this competency?					An Estimate of Your Classroom **PROFICIENCY** in this Area					**WHERE DEVELOPED?**			
		High		Average		Low	High		Average		Low	Most	2nd Most	3rd Most	
15.	Be aware of the possible parallels and inconsistencies between your views or beliefs of the aims and goals of education and those of your school	5	4	3	2	1	5	4	3	2	1	____	____	____	(56-60)
16.	Resolve the conflicts between your philosophical views and the actual day-to-day operations of your school	5	4	3	2	1	5	4	3	2	1	____	____	____	(61-65)
17.	Understand the major principles of school law as they apply to areas such as due process, contracts, teaching liability, corporal punishment, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(66-70)
18.	Understand the major principles of school law as they relate to community/board/administration/staff relations, the local and state governance of the school, school finances, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(71-75)
19.	Develop instructional objectives and strategies for a multicultural classroom setting; e.g., to accent ethnic awareness, development of positive inter-and-intra-group relations, development of teaching strategies based on due regard for bilinguality, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(76-80)

3	____	____	____	____
(1)	(2)	(3)	(4)	(5)

20.	Use classroom time effectively	5	4	3	2	1	5	4	3	2	1	____	____	____	(6-10)
21.	Apply effective questioning/thinking skills	5	4	3	2	1	5	4	3	2	1	____	____	____	(11-15)
22.	Establish teachable moments, i.e., establish situation where everything "jells"	5	4	3	2	1	5	4	3	2	1	____	____	____	(16-20)
23.	Teach physical education in your grade or subject area	5	4	3	2	1	5	4	3	2	1	____	____	____	(21-25)
24.	Teach music at your grade level	5	4	3	2	1	5	4	3	2	1	____	____	____	(26-30)
25.	Teach art at your grade level	5	4	3	2	1	5	4	3	2	1	____	____	____	(31-35)
26.	Encourage and facilitate the development of children's social skills and enhanced self-concepts	5	4	3	2	1	5	4	3	2	1	____	____	____	(36-40)
27.	Adequately challenge your gifted/talented students	5	4	3	2	1	5	4	3	2	1	____	____	____	(41-45)
28.	Adequately teach handicapped pupils who have been or may be "mainstreamed" into your classroom	5	4	3	2	1	5	4	3	2	1	____	____	____	(46-50)

SECTION D: Academic and Career Advising at BGSU (Circle your response)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	Did Not Use	
1.	How do you feel about the quality of advising from your assigned faculty advisor?	5	4	3	2	1	0	(51)
2.	... advice and guidance from the Program Advisement Center on the 3rd floor of the Education Building?	5	4	3	2	1	0	(52)
3.	Advice from individual professors you might have sought out?	5	4	3	2	1	0	(53)
4.	How do you feel in a general sense about the quality of overall career (job) advising services that were available to you?	5	4	3	2	1	0	(54)
5.	Please rate the services of the Career and Placement Center in helping you find a teaching position.	5	4	3	2	1	0	(55)

SECTION E: Instructional Materials at BGSU

1. Please rate the materials and services of the INSTRUCTIONAL MEDIA CENTER (facilities located on the 1st and 2nd floors of the Education Building).

Did you use the Center? ______ yes; ______ no. (If "No," skip to #2; if "yes", please answer A-G below.) (56)
(1) (2)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A.	Hours of accessibility	5	4	3	2	1	(57)
B.	Workshop facilities where you could prepare new instructional materials or copy existing materials	5	4	3	2	1	(58)
C.	Availability of materials	5	4	3	2	1	(59)
D.	Usage regulations	5	4	3	2	1	(60)
E.	Helpfulness of staff	5	4	3	2	1	(61)
F.	Relation to coursework	5	4	3	2	1	(62)
G.	Relation to the learning of teaching skills	5	4	3	2	1	(63)

SECTION E continued

2. Please rate the materials and services of the CURRICULUM LIBRARY (located in the Library).

Did you use the Curriculum Library? ______ yes; ______ no. (If "No," skip to #3; if "yes," please answer A - J below.) (64)
(1) (2)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A.	Hours of accessibility	5	4	3	2	1	(65)
B.	Workshop facilities where you could prepare new instructional materials or copy existing materials	5	4	3	2	1	(66)
C.	Various media, such as maps, globes, charts, pictures, films, video/audio tapes, recordings, etc.	5	4	3	2	1	(67)
D.	Examples of courses of study and teaching units	5	4	3	2	1	(68)
E.	Examples of books commonly used in the elementary and secondary schools	5	4	3	2	1	(69)
F.	Availability of materials	5	4	3	2	1	(70)
G.	Usage regulations	5	4	3	2	1	(71)
H.	Helpfulness of staff	5	4	3	2	1	(72)
I.	Relation to course work	5	4	3	2	1	(73)
J.	Relation to the learning of teaching skills	5	4	3	2	1	(74)

4	___	___	___	___
(1)	(2)	(3)	(4)	(5)

3. Please rate the materials and services of the CLINICAL LAB (located on the second floor of the Education Building).

Did you use the Clinical Lab? ______ yes; ______ no. (If "No," go to Section F; if "Yes," please answer A-F below.) (6)
(1) (2)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A.	Hours of accessibility	5	4	3	2	1	(7)
B.	Various media and materials	5	4	3	2	1	(8)
C.	Helpfulness of staff	5	4	3	2	1	(9)
D.	Availability of materials	5	4	3	2	1	(10)
E.	Relation to course work	5	4	3	2	1	(11)
F.	Relation to the learning of teaching skills	5	4	3	2	1	(12)

SECTION F. Prior Expectations and On-The-Job Realities

Near the end of your college career you probably had some preconceived notions or expectations of the working conditions you would experience as a full-time teacher. The purpose of this section is to determine the difference, if any, between what you expected and what you found.

Response Code:	1	2	3	4	5
	Highly Negative	Negative	Average or No Opinion	Positive	Highly Positive

Please circle the responses for your "prior expectations" on the left, your "on-the-job realities" on the right.

	Prior Expectations					Conditions/Environment	What you found or on-the-job-reality					
	Negative				Positive	1. Instructional help/guidance/advice from	Negative				Positive	
(13)	1	2	3	4	5	A. Other teachers	1	2	3	4	5	(30)
(14)	1	2	3	4	5	B. Administrators/Supervisors/Department Heads	1	2	3	4	5	(31)
(15)	1	2	3	4	5	C. Inservice Training	1	2	3	4	5	(32)
(16)	1	2	3	4	5	D. College course work/experiences	1	2	3	4	5	(33)
						2. Rapport with and respect of						
(17)	1	2	3	4	5	A. Students	1	2	3	4	5	(34)
(18)	1	2	3	4	5	B. Parents of students	1	2	3	4	5	(35)
(19)	1	2	3	4	5	C. Other teachers	1	2	3	4	5	(36)
(20)	1	2	3	4	5	D. Administrators/Supervisors/Department Heads	1	2	3	4	5	(37)
(21)	1	2	3	4	5	E. Community members	1	2	3	4	5	(38)
(22)	1	2	3	4	5	3. Budgetary support for my teaching area	1	2	3	4	5	(39)
						4. Support (and encouragement) of my teaching area from						
(23)	1	2	3	4	5	A. Parents	1	2	3	4	5	(40)
(24)	1	2	3	4	5	B. Other teachers	1	2	3	4	5	(41)
(25)	1	2	3	4	5	C. Administrators	1	2	3	4	5	(42)
(26)	1	2	3	4	5	D. Community members	1	2	3	4	5	(43)
(27)	1	2	3	4	5	5. Physical facilities for my teaching area	1	2	3	4	5	(44)
(28)	1	2	3	4	5	6. Equipment for my teaching area	1	2	3	4	5	(45)
(29)	1	2	3	4	5	7. Parent-teacher conferences	1	2	3	4	5	(46)

SECTION F continued

	Prior Expectations						Conditions/Environment	What you found or on-the-job-reality					
	Negative				Positive			Negative				Positive	
(47)	1	2	3	4	5	8.	Scheduling of classes (or class time) to complete desired objectives	1	2	3	4	5	(54)
(48)	1	2	3	4	5	9.	An environment that is conducive to professional growth and development	1	2	3	4	5	(55)
(49)	1	2	3	4	5	10.	Feelings of accomplishment	1	2	3	4	5	(56)
(50)	1	2	3	4	5	11.	Work load (time, energy-needed, numbers of pupils, classes, number of preparations, etc.)	1	2	3	4	5	(57)
(51)	1	2	3	4	5	12.	Behavior of pupils	1	2	3	4	5	(58)
(52)	1	2	3	4	5	13.	My teaching being observed by administrator(s).	1	2	3	4	5	(59)
(53)	1	2	3	4	5	14.	Level of job satisfaction	1	2	3	4	5	(60)

SECTION G. Concerns and Attitudes*

1. For the following items, please consider yourself "concerned" about a thing **if you think about it frequently and would like to do something about it personally.** You are not concerned about a thing simply because you believe it is important — if it seldom crosses your mind, or you are satisfied with the current state of affairs, do not say you are concerned about it. You may be concerned about things you are not currently dealing with, but only if you anticipate dealing with them and frequently think about them from this point of view. IN SHORT, YOU ARE CONCERNED ABOUT IT IF YOU OFTEN THINK ABOUT IT AND WOULD LIKE TO DO SOMETHING ABOUT IT.

5				
(1)	(2)	(3)	(4)	(5)

Read each statement, then ask yourself:

WHEN I THINK ABOUT MY TEACHING,
HOW MUCH AM I CONCERNED ABOUT THIS?

1 = Not concerned
2 = A little concerned
3 = Moderately concerned
4 = Very concerned
5 = Extremely concerned

		Please Circle					
		Not Concerned				Extremely Concerned	
A.	Lack of instructional materials	1	2	3	4	5	(6)
B.	Feeling under pressure too much of the time	1	2	3	4	5	(7)
C.	Doing well when a superior is present	1	2	3	4	5	(8)
D.	Meeting the needs of different kinds of students	1	2	3	4	5	(9)
E.	Too many noninstructional duties	1	2	3	4	5	(10)
F.	Diagnosing student learning problems	1	2	3	4	5	(11)
G.	Feeling more adequate as a teacher	1	2	3	4	5	(12)
H.	Challenging unmotivated students	1	2	3	4	5	(13)
I.	Being accepted and respected by professional persons	1	2	3	4	5	(14)
J.	Working with too many students each day	1	2	3	4	5	(15)
K.	Guiding students toward intellectual and emotional growth	1	2	3	4	5	(16)
L.	Whether each student is getting what he/she needs	1	2	3	4	5	(17)
M.	Getting a favorable evaluation of my teaching	1	2	3	4	5	(18)
N.	The routine and inflexibility of the teaching situation	1	2	3	4	5	(19)
O.	Maintaining the appropriate degree of class control	1	2	3	4	5	(20)

2. Please circle the numeral which describes the degree of your agreement or disagreement to each of the attitudinal statements. There are, of course, no right or wrong answers. Please respond truthfully. The numerical code is:

1 = Strongly disagree
2 = Moderately disagree
3 = Slightly disagree
4 = Slightly agree
5 = Moderately agree
6 = Strongly agree

		Strongly Disagree					Strongly Agree	
A.	Teaching is about the best job that I can think of	1	2	3	4	5	6	(21)
B.	There are a lot of advantages to teaching	1	2	3	4	5	6	(22)
C.	I don't care for the work of a teacher	1	2	3	4	5	6	(23)
D.	Teaching would be a wonderful occupation for anyone	1	2	3	4	5	6	(24)
E.	Teaching may be all right for some people but not for me	1	2	3	4	5	6	(25)
F.	I am not convinced of the importance of a teaching career	1	2	3	4	5	6	(26)
G.	Teaching, as a career, is not worth the sacrifice of going to college, the long hours of work and the low pay	1	2	3	4	5	6	(27)
H.	I enjoy teaching	1	2	3	4	5	6	(28)
I.	Teaching is as good a job as any	1	2	3	4	5	6	(29)
J.	There are more advantages than disadvantages to teaching as a career	1	2	3	4	5	6	(30)
K.	I would be willing to take any job related to teaching	1	2	3	4	5	6	(31)

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*Concerns checklist adapted from work of F. F. Fuller as reported by A. George, R&D Center, U. of Texas, 1978. Attitude scale due to work of Merwin and DiVesta *J. Counsel Psychol* (Vol 6), 302-08

SECTION H. Summary
(Please circle or check your answers.)

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	(32)
1. I was adequately prepared at BGSU as an entry level teacher.	6	5	4	3	2	1	

2. Excluding possible leaves of absences, how long do you plan to teach? (33)
________ 1. This is my last year!
________ 2. Two or three more years.
________ 3. Maybe 5 more years.
________ 4. Maybe 10 more years.
________ 5. Fifteen or 20 more years.
________ 6. Until I retire.

3. Use this space to expand upon or comment on any of your previous ratings.

4. How can we better prepare teachers in your area of specialization? (If possible, give specific suggestions.)

5. We plan to select at random some principals of our 1980-84 graduates and ask them to respond to questions related to the teacher education program at BGSU and to the success of its graduates. If you have any objections to our contacting your principal about our program and the comparative success of its graduates, please so state below:

____

Section B

TEACHERS' PRIOR EXPECTATIONS AND ON-THE-JOB REALITIES

The teachers were asked to indicate their prior expectations and on-the-job realities for 24 work or environmental situations. Section F of the questionnaire presented the 24 job descriptions/items along with the response format. Section F is reproduced below:

SECTION F. Prior Expectations and On-The-Job Realities

Near the end of your college career you probably had some preconceived notions or expectations of the working conditions you would experience as a full-time teacher. The purpose of this section is to determine the difference, if any, between what you expected and what you found.

Response Code:	1	2	3	4	5
	Highly Negative	Negative	Average or No Opinion	Positive	Highly Positive

Please circle the responses for your "prior expectations" on the left, your "on-the-job realities" on the right.

Prior Expectations					Conditions/Environment	What you found or on-the-job-reality				
Negative				Positive		Negative				Positive
					1. Instructional help/guidance/advice from					
1	2	3	4	5	A. Other teachers	1	2	3	4	5
1	2	3	4	5	B. Administrators/Supervisors/Department Heads	1	2	3	4	5
1	2	3	4	5	C. Inservice Training	1	2	3	4	5
1	2	3	4	5	D. College course work/experiences	1	2	3	4	5
					2. Rapport with and respect of					
1	2	3	4	5	A. Students	1	2	3	4	5
1	2	3	4	5	B. Parents of students	1	2	3	4	5
1	2	3	4	5	C. Other teachers	1	2	3	4	5
1	2	3	4	5	D. Administrators/Supervisors/Department Heads	1	2	3	4	5
1	2	3	4	5	E. Community members	1	2	3	4	5
1	2	3	4	5	3. Budgetary support for my teaching area	1	2	3	4	5
					4. Support (and encouragement) of my teaching area from					
1	2	3	4	5	A. Parents	1	2	3	4	5
1	2	3	4	5	B. Other teachers	1	2	3	4	5
1	2	3	4	5	C. Administrators	1	2	3	4	5
1	2	3	4	5	D. Community members	1	2	3	4	5
1	2	3	4	5	5. Physical facilities for my teaching area	1	2	3	4	5
1	2	3	4	5	6. Equipment for my teaching area	1	2	3	4	5
1	2	3	4	5	7. Parent-teacher conferences	1	2	3	4	5
1	2	3	4	5	8. Scheduling of classes (or class time) to complete desired objectives	1	2	3	4	5
1	2	3	4	5	9. An environment that is conducive to professional growth and development	1	2	3	4	5
1	2	3	4	5	10. Feelings of accomplishment	1	2	3	4	5
1	2	3	4	5	11. Work load (time, energy-needed, numbers of pupils, classes, number of preparations, etc.)	1	2	3	4	5
1	2	3	4	5	12. Behavior of pupils	1	2	3	4	5
1	2	3	4	5	13. My teaching being observed by administrator(s).	1	2	3	4	5
1	2	3	4	5	14. Level of job satisfaction	1	2	3	4	5

For each of the 24 job conditions, Table 3 presents a summary of the teachers' expectations and reality means, the ranks for each set of means, the discrepancy means (Reality mean minus Expectation mean) and the ranks of the discrepancy means. The data in this table are based upon the total group of teachers. (Complete tables of data for each program and each job condition are presented later in this section -- these later tables present the frequencies and means for teachers in each of 18 program areas, the four teaching areas, the three locations, etc.)

Among the findings presented in Table 3 are:

1. The highest prior expectation was "feelings of accomplishment" in teaching with a mean of 4.33. This item was associated with a reality mean of 3.85 (Rank 6) which produced a discrepancy mean of -.48.
2. There were only 3 instances where the reality means were higher than the expectation means: (1A) Instructional help/guidance/advice from other teachers, (2C) Rapport with and respect of other teachers, and (13) My teaching being observed by administrators.
3. The two items which produced the greatest discrepancy (-.67) between expectation and reality ratings were (1C) Instructional help/guidance/advice from inservice training and (11) Work load (time, energy-needed, numbers of pupils, classes, number of preparations, etc.) .

Table 3
Expectation and Reality Means and Related Data From Total Group of Teachers (N>500)

	Expectations		Reality		Discrepancy	
Conditions/Environment	Mean	Rank	Mean	Rank	Mean	Rank
1. Instructional help/guidance/advice from						
A. Other teachers	4.02	8	4.18	2	+.16	1
B. Administrators/Supervisors/ Department Heads	3.96	12	3.69	10.5	-.27	11
C. Inservice Training	3.69	21	3.02	24	-.67	23.5
D. College course work/experiences	4.08	6	3.53	14	-.55	21.5
2. Rapport with and respect of						
A. Students	4.20	5	4.13	3	-.07	4
B. Parents of students	3.98	11	3.69	10.5	-.29	12
C. Other teachers	4.24	3	4.25	1	+.01	3
D. Administrators/Supervisors/ Department Heads	4.03	7	3.94	1	-.09	5
E. Community members	3.71	19	3.57	5	-.14	7
3. Budgetary support for my teaching area	3.56	24	3.18	22	-.38	16
4. Support (and encouragement) of my teaching area from						
A. Parents	3.85	15	3.52	15	-.33	14
B. Other teachers	4.00	9.5	3.82	8	-.18	8
C. Administrators	4.00	9.5	3.76	9	-.24	9
D. Community members	3.62	23	3.37	19	-.25	10
5. Physical facilities for my teaching area	3.88	14	3.38	17.5	-.50	18
6. Equipment for my teaching area	3.89	13	3.36	20	-.53	19.5
7. Parent-teacher conferences	3.63	22	3.50	16	-.13	6
8. Scheduling of classes (or class time) to complete desired objectives	3.84	16	3.31	21	-.53	19.5
9. An environment that is conducive to professional growth and development	4.09	5	3.54	13	-.55	21.5
10. Feelings of accomplishment	4.33	1	3.85	6	-.48	17
11. Work load (time, energy-needed, numbers of pupils, classes, number of preparations, etc.)	3.81	17	3.14	23	-.67	23.5
12. Behavior of pupils	3.70	20	3.38	17.5	-.32	13
13. My teaching being observed by administrator(s)	3.77	18	3.84	7	+.07	2
14. Level of job satisfaction	4.32	2	3.96	5	-.36	15

A further analysis of the data presented in Table 3 reveals that there were:

1. Eight job conditions that produced little or no reality shock (Discrepancy means between ±.20). These conditions were attached to ranks 1 through 8 under "Discrepancy Ranks" in Table 3.
2. Eight job conditions that produced moderate amounts of reality shock (Discrepancy Means between -.20 and -.39.) These job conditions were attached to Discrepancy Ranks 9 through 16 in Table 3.
3. Six job conditions that produced significant amounts of reality shock (Discrepancy means between -.40 and -.59.)These six job conditions were attached to Discrepancy Ranks 17 through 21.5 in Table 3. It should be noted that help, guidance, etc. from college course work (Item 10) is one of these six.
4. Two items which produced very significant amounts of reality shock (Discrepancy means with absolute values of .60 or higher.) These two items were each given discrepancy ranks of 23.5 in Table 3.

The next 24 tables present how the teachers from the 18 programs, 4 teaching fields, 3 teaching locations, and 5 levels of experience responded to each of the expectation/reality job condition items. It is left for faculty in the individual programs to further analyze the "reality shock" for their graduates.

Section F
Prior Expectations and On-The-Job Realities

Item 1. Instructional help/guidance/advice from
A. Other teachers

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2 *	3 *	4 *	5*	Mean	N	1*	2*	3 *	4 *	5*	Mean
1. Art	10	-	-	50	20	30	3.80	10	-	-	-	40	60	4.60
2. Business	23	-	-	26	26	48	4.22	24	-	-	8	38	54	4.46
3. Dist Ed	12	-	-	25	25	50	4.25	12	-	-	8	42	50	4.42
4. Elem	121	-	3	22	50	26	3.98	121	1	2	12	36	50	4.31
5. English	26	-	4	31	42	23	3.85	27	-	4	7	22	67	4.52
6. HPE	30	-	-	27	47	27	4.00	30	-	7	17	40	37	4.07
7. Home Ec	15	-	7	-	40	53	4.40	15	-	-	27	27	47	4.20
8. Ind Ed	11	-	-	36	46	18	3.82	11	-	9	27	27	36	3.91
9. Fgn Lang	8	-	-	25	25	50	4.25	8	13	-	13	13	63	4.13
10. LEM	7	-	-	14	29	57	4.43	7	-	-	14	71	14	4.00
11. Math	11	-	-	18	36	46	4.27	11	-	-	-	46	55	4.55
12. Sciences	15	-	-	13	53	33	4.20	15	-	7	40	13	40	3.87
13. Music	18	-	-	28	44	28	4.00	18	-	6	28	39	28	3.89
14. Soc Sci	12	-	8	8	50	33	4.08	12	-	8	17	33	42	4.08
15. EMR	57	-	4	19	53	25	3.98	57	-	11	21	37	32	3.89
16. H.I.	17	6	-	6	71	18	3.94	17	6	-	-	29	65	4.47
17. LBD/Elem	125	2	1	25	42	30	3.99	124	-	3	21	35	41	4.14
18. Sph&HrTh	29	-	-	21	62	17	3.97	30	-	7	27	37	30	3.90
Total	547	1	2	22	46	30	4.02	549	1	4	17	35	44	4.18
Teaching Field														
1. Elem	127	-	3	21	50	26	3.98	127	1	2	14	35	49	4.29
2. Sec Ed	71	-	3	21	44	32	4.06	72	1	4	15	25	54	4.26
3. Spec Ed	228	1	1	22	49	26	3.98	228	0	6	20	35	39	4.06
4. Specialize	120	-	1	25	36	38	4.12	121	-	3	15	40	43	4.23
Teaching Location														
1. Rural	237	-	2	21	44	33	4.08	239	0	4	17	35	44	4.18
2. Suburban	245	1	1	23	47	27	3.98	246	1	5	17	35	42	4.13
3. Urban	55	-	4	24	46	27	3.96	54	-	-	15	32	54	4.39
Yrs. Taught														
1. 1	94	-	2	20	46	32	4.07	94	-	4	13	27	56	4.35
2. 2	117	-	3	15	51	31	4.09	118	1	4	15	36	43	4.17
3. 3	104	1	1	29	42	27	3.93	104	-	7	12	35	47	4.22
4. 4	102	2	2	26	44	27	3.91	104	2	3	20	40	35	4.03
5. 5	123	-	1	23	44	33	4.08	122	-	2	23	36	39	4.13

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 1. Instructional help/guidance/advice from
B. Administrators/Supervisors/Department Heads

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	10	-	-	40	30	30	3.90	10	-	10	10	30	50	4.20
2. Business	23	-	4	17	30	48	4.22	24	-	13	33	21	33	3.75
3. Dist Ed	12	-	-	33	42	25	3.92	12	-	8	33	33	25	3.75
4. Elem	121	2	3	24	46	26	3.90	121	1	13	15	42	29	3.85
5. English	26	4	4	12	54	27	3.96	27	7	7	33	22	30	3.59
6. HPE	30	-	3	10	63	23	4.07	30	7	7	27	27	33	3.73
7. Home Ec	15	-	7	20	40	33	4.00	15	-	-	47	40	13	3.67
8. Ind Ed	11	-	-	18	46	36	4.18	11	9	36	9	18	27	3.18
9. Fgn Lang	8	-	13	-	50	38	4.13	8	-	25	25	25	25	3.50
10. LEM	7	-	-	14	57	29	4.14	7	-	29	-	43	29	3.71
11. Math	11	-	-	27	55	18	3.91	11	9	27	46	9	9	2.82
12. Sciences	15	-	-	7	47	47	4.40	15	-	7	40	27	27	3.73
13. Music	18	-	-	28	39	33	4.06	18	-	17	22	33	28	3.72
14. Soc Sci	12	-	8	17	58	17	3.83	12	8	8	17	25	42	3.83
15. EMR	57	-	5	23	51	21	3.88	57	-	16	30	28	26	3.65
16. H.I.	17	-	6	12	59	24	4.00	17	6	12	29	18	35	3.65
17. LBD/Elem	125	1	5	21	48	26	3.93	125	2	14	33	26	26	3.62
18. Sph&HrTh	29	3	-	41	31	24	3.72	30	-	13	27	43	17	3.63
Total	547	1	4	21	47	27	3.96	550	2	13	27	31	28	3.69
Teaching Field														
1. Elem	127	2	3	24	46	26	3.91	127	2	13	17	40	29	3.83
2. Sec Ed	71	1	4	13	54	28	4.03	72	6	13	32	22	28	3.54
3. Spec Ed	228	1	5	23	47	24	3.89	229	1	14	31	28	25	3.62
4. Specialize	120	-	2	21	44	33	4.09	121	2	12	26	31	30	3.74
Teaching Location														
1. Rural	237	0	3	22	44	30	4.00	239	2	14	28	31	26	3.65
2. Suburban	245	2	4	20	51	24	3.92	246	2	13	23	31	31	3.76
3. Urban	55	-	7	22	46	26	3.89	55	4	13	38	27	18	3.44
Yrs. Taught														
1. 1	94	1	5	15	47	32	4.03	94	2	12	20	29	37	3.87
2. 2	117	1	4	21	46	27	3.95	118	1	16	22	29	32	3.75
3. 3	104	1	4	22	44	29	3.96	104	4	13	28	31	25	3.61
4. 4	102	2	4	25	46	24	3.85	104	1	14	25	33	28	3.73
5. 5	123	-	2	21	51	26	4.02	123	2	13	35	32	18	3.50

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 1. Instructional help/guidance/advice from
C. Inservice Training

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	10	-	10	30	40	20	3.70	10	-	40	40	20	-	2.80
2. Business	23	4	4	26	35	30	3.83	24	25	29	33	4	8	2.42
3. Dist Ed	12	-	-	25	42	33	4.08	12	8	33	33	25	-	2.75
4. Elem	120	2	8	35	42	14	3.59	120	5	26	40	17	13	3.06
5. English	26	4	15	35	27	19	3.42	27	15	15	37	30	4	2.93
6. HPE	30	3	-	47	37	13	3.57	29	7	14	41	31	7	3.17
7. Home Ec	15	-	7	20	40	33	4.00	15	7	33	40	20	-	2.73
8. Ind Ed	11	9	9	18	46	18	3.55	11	27	27	18	9	18	2.64
9. Fgn Lang	8	13	13	13	25	38	3,63	8	38	-	38	25	-	2,50
10. LEM	7	-	-	29	42	29	4.00	7	14	57	29	-	-	2.14
11. Math	11	9	-	27	55	9	3.55	11	46	27	18	9	-	1.91
12. Sciences	15	-	-	27	67	7	3.80	15	-	27	60	13	-	2.87
13. Music	18	-	-	28	39	33	4.06	18	-	33	39	6	22	3.17
14. Soc Sci	12	-	8	50	25	17	3.50	12	33	17	33	8	8	2.42
15. EMR	56	2	4	29	46	20	3.79	56	5	23	32	29	11	3.16
16. H.I.	17	6	6	35	35	18	3.53	17	6	24	35	24	12	3.12
17. LBD/Elem	125	3	6	30	38	22	3.71	125	6	21	34	27	12	3.19
18. Sph&HrTh	29	3	-	41	35	21	3.69	30	7	7	27	37	23	3.63
Total	545	3	5	32	40	20	3.69	547	9	23	36	22	10	3.02
Teaching Field														
1. Elem	126	2	7	36	40	16	3.61	126	6	25	39	18	13	3.06
2. Sec Ed	71	4	9	32	39	16	3.54	72	21	18	39	19	3	2.65
3. Spec Ed	227	4	4	31	40	21	3.70	228	6	20	33	28	13	3.22
4. Specialize	120	2	3	29	41	25	3.84	120	11	30	37	15	8	2.78
Teaching Location														
1. Rural	237	3	6	33	38	22	3.70	239	8	22	42	18	10	2.99
2. Suburban	243	3	5	33	39	19	3.65	244	10	23	30	26	11	3.04
3. Urban	55	2	6	26	53	15	3.73	54	7	30	35	19	9	2.93
Yrs. Taught														
1. 1	93	2	7	42	36	14	3.53	93	10	22	33	26	10	3.04
2. 2	117	4	9	23	38	26	3.71	118	13	18	41	18	11	2.97
3. 3	104	4	2	32	44	17	3.67	103	8	24	34	23	11	3.05
4. 4	101	2	7	28	41	23	3.75	103	8	30	35	20	7	2.88
5. 5	123	1	2	36	42	20	3.76	123	7	23	35	22	13	3.11

*1 Highly Negative
*2. Negative
*3. Average of No Opinion
*4. Positive
*5. Highly Positive

Item 1. Instructional help/guidance/advice from
D. College course work/experiences

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	9	-	11	22	56	11	3.67	9	-	22	33	44	-	3.22
2. Business	23	-	4	9	65	22	4.04	24	-	21	25	33	21	3.54
3. Dist Ed	12	-	17	-	33	50	4.17	12	-	17	50	25	8	3.25
4. Elem	119	1	4	19	45	31	4.01	120	3	12	32	34	20	3.58
5. English	25	-	8	16	44	32	4.00	26	4	19	35	27	15	3.31
6. HPE	29	-	-	24	55	21	3.97	29	-	-	38	41	21	3.83
7. Home Ec	14	-	-	7	43	50	4.43	14	7	-	57	29	7	3.89
8. Ind Ed	11	-	9	27	18	46	4.00	11	9	18	36	18	18	3.18
9. Fgn Lang	8	-	-	-	63	38	4.38	8	-	13	-	75	13	3.88
10. LEM	7	-	-	14	29	57	4.43	7	-	-	43	43	14	3.71
11. Math	11	-	18	18	36	27	3.73	11	18	9	27	46	-	3.00
12. Sciences	15	-	-	13	60	27	4.13	15	7	20	13	40	20	3.47
13. Music	18	-	-	11	61	28	4.17	18	-	6	22	56	17	3.83
14. Soc Sci	11	-	-	9	36	55	4.45	11	-	9	18	46	27	3.91
15. EMR	56	-	4	21	52	23	3.95	56	2	13	30	50	5	3.45
16. H.I.	17	-	-	29	29	41	4.12	16	-	-	63	38	-	3.38
17. LBD/Elem	121	1	3	11	52	34	4.16	120	1	9	28	44	18	3.70
18. Sph&HrTh	29	3	-	14	45	38	4.14	30	3	23	43	30	-	3.00
Total	535	1	4	16	48	32	4.08	537	2	12	32	40	15	3.53
Teaching Field														
1. Elem	125	1	4	21	44	30	3.99	126	2	11	33	33	21	3.59
2. Sec Ed	69	-	6	13	48	33	4.09	70	6	16	21	41	16	3.46
3. Spec Ed	223	1	2	16	49	32	4.09	222	1	11	33	43	11	3.51
4. Specialize	117	-	4	12	50	33	4.13	118	2	10	36	38	14	3.53
Teaching Location														
1. Rural	231	1	4	17	47	32	4.06	233	3	10	34	38	15	3.53
2. Suburban	240	0	4	15	49	32	4.08	240	3	13	28	41	16	3.56
3. Urban	54	-	2	17	48	33	4.13	54	-	13	44	35	7	3.37
Yrs. Taught														
1. 1	93	-	3	15	50	32	4.11	93	2	12	26	38	23	3.67
2. 2	115	2	3	16	44	36	4.10	116	2	12	35	38	13	3.48
3. 3	101	-	3	18	47	33	4.09	101	2	13	32	41	13	3.50
4. 4	99	-	4	15	56	25	4.02	100	2	7	34	47	10	3.56
5. 5	120	1	5	15	47	33	4.05	120	3	13	33	35	16	3.47

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 2. Rapport with and respect of
A. Students

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	10	-	-	-	60	40	4.40	10	-	-	-	40	60	4.60
2. Business	23	-	-	30	35	35	4.04	24	-	-	25	42	33	4.08
3. Dist Ed	12	-	8	8	33	50	4.25	12	-	-	25	58	17	3.92
4. Elem	121	-	1	10	44	46	4.34	120	1	2	11	39	48	4.31
5. English	26	-	-	35	42	23	3.88	27	-	-	7	52	41	4.33
6. HPE	30	-	-	17	53	30	4.13	30	-	7	17	37	40	4.10
7. Home Ec	15	-	7	-	33	60	4.47	15	-	13	27	20	40	3.87
8. Ind Ed	11	-	-	36	36	27	3.91	11	-	-	27	36	36	4.09
9. Fgn Lang	8	-	-	-	50	50	4.50	8	-	-	13	50	38	4.25
10. LEM	7	-	14	43	29	14	3.43	7	-	14	29	43	14	3.57
11. Math	11	-	-	18	46	36	4.18	11	-	-	18	73	9	3.91
12. Sciences	15	-	-	20	47	33	4.13	15	-	13	20	33	33	3.87
13. Music	18	-	-	17	39	44	4.28	18	-	-	39	39	22	3.83
14. Soc Sci	12	-	-	8	42	50	4.42	11	-	9	-	36	55	4.36
15. EMR	57	-	4	7	56	33	4.19	56	-	5	18	39	38	4.09
16. H.I.	17	-	-	12	41	47	4.35	17	-	6	6	35	53	4.35
17. LBD/Elem	125	-	2	14	50	34	4.18	125	2	6	14	41	38	4.06
18. Sph&HrTh	29	-	-	28	41	31	4.03	30	-	-	23	50	27	4.03
Total	547	-	2	15	46	38	4.20	547	1	4	16	41	39	4.13
Teaching Field														
1. Elem	127	-	1	10	43	46	4.34	126	1	2	10	38	48	4.31
2. Sec Ed	71	-	-	21	44	35	4.14	71	-	4	11	48	37	4.17
3. Spec Ed	228	-	2	14	50	34	4.17	228	1	5	15	41	38	4.09
4. Specialize	120	-	3	18	42	38	4.14	121	-	3	25	41	31	4.00
Teaching Location														
1. Rural	237	-	2	15	45	38	4.20	238	0	3	18	39	40	4.14
2. Suburban	245	-	1	15	46	38	4.21	244	1	3	12	46	39	4.18
3. Urban	55	-	2	11	58	29	4.15	55	-	11	26	35	29	3.82
Yrs. Taught														
1. 1	94	-	1	16	40	43	4.24	93	-	7	11	38	45	4.22
2. 2	117	-	-	11	44	45	4.34	117	1	3	21	42	33	4.03
3. 3	104	-	2	22	47	29	4.03	103	1	4	19	37	39	4.09
4. 4	102	-	3	7	58	32	4.20	104	-	4	15	49	32	4.09
5. 5	123	-	2	17	42	39	4.19	123	1	3	13	40	43	4.21

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 2. Rapport with and respect of
B. Parents of students

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	10	-	10	10	60	10	3.90	10	-	10	40	30	20	3.60
2. Business	23	-	-	39	35	26	3.87	24	-	13	33	42	13	3.54
3. Dist Ed	12	-	-	8	67	25	4.17	12	-	-	33	42	25	3.92
4. Elem	120	-	2	25	46	29	3.99	120	2	7	27	42	23	3.78
5. English	26	-	12	19	54	15	3.73	27	-	7	22	37	33	3.96
6. HPE	30	-	-	13	67	20	4.07	30	-	7	27	47	20	3.80
7. Home Ec	15	-	7	-	33	60	4.47	15	-	20	20	33	27	3.67
8. Ind Ed	11	-	-	36	46	18	3.82	11	-	18	18	46	18	3.64
9. Fgn Lang	8	-	-	38	50	13	3.75	8	-	-	38	38	25	3.88
10. LEM	7	-	14	29	57	-	3.43	7	-	-	43	43	14	3.71
11. Math	11	-	-	18	46	36	4 18	11	-	9	36	46	9	3.55
12. Sciences	15	-	-	13	67	20	4.07	15	-	7	40	40	13	3.60
13. Music	18	-	6	22	50	22	3.89	18	-	-	28	56	17	3.89
14. Soc Sci	12	-	-	8	83	8	4.00	11	-	-	9	73	18	4.09
15. EMR	57	-	4	16	58	23	4.00	57	2	12	40	21	25	3.54
16. H.I.	17	6	-	6	41	47	4.24	17	-	18	24	35	24	3.65
17. LBD/Elem	125	-	2	22	52	24	3.98	125	2	14	28	37	19	3.57
18. Sph&HrTh	29	-	3	24	48	24	3.93	30	3	7	30	47	13	3.60
Total	546	0	3	21	52	25	3.98	548	1	10	29	39	21	3.69
Teaching Field														
1. Elem	126	-	2	24	47	28	4.01	126	2	6	27	41	25	3.80
2. Sec Ed	71	-	4	18	59	18	3.92	71	-	6	28	45	21	3.82
3. Spec Ed	228	0	3	19	53	25	3.99	229	2	13	31	34	21	3.58
4. Specialize	120	-	3	21	51	25	3.98	121	-	9	29	45	17	3.70
Teaching Location														
1. Rural	237	-	2	21	52	25	3.99	239	1	9	27	42	21	3.74
2. Suburban	245	0	3	19	54	23	3.96	245	1	8	31	39	21	3.71
3. Urban	54	-	4	26	41	30	3.96	54	4	19	33	33	11	3.30
Yrs. Taught														
1. 1	93	-	2	23	45	30	4.03	93	-	5	26	43	26	3.89
2. 2	117	-	3	17	49	31	4.07	117	1	13	30	38	19	3.61
3. 3	104	1	3	23	54	19	3.88	104	2	7	23	46	22	3.80
4. 4	102	-	3	16	56	26	4.04	104	2	6	40	37	15	3.58
5. 5	123	-	2	24	55	19	3.90	123	2	15	29	34	21	3.59

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 2. Rapport with and respect of
C. Other teachers

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	10	-	-	30	20	50	4.20	10	-	-	20	10	70	4.50
2. Business	23	-	-	9	30	61	4.52	24	-	4	13	33	50	4.29
3. Dist Ed	12	-	-	-	33	67	4.67	12	-	8	17	25	50	4.17
4. Elem	121	-	1	14	46	39	4.23	121	-	-	12	35	54	4.42
5. English	26	4	4	15	54	23	3.88	27	-	-	11	41	48	4.37
6. HPE	30	-	-	13	53	33	4.20	30	-	-	10	57	33	4.23
7. Home Ec	14	-	7	-	21	71	4.57	15	-	-	-	53	47	4.47
8. Ind Ed	11	-	-	18	36	46	4.27	11	-	-	18	27	55	4.36
9. Fgn Lang	8	-	-	13	38	50	4.38	8	-	-	25	-	75	4.50
10. LEM	7	-	-	-	71	29	4.29	7	-	-	29	43	29	4.00
11. Math	11	-	-	-	55	46	4.45	11	-	-	18	27	55	4.36
12. Sciences	15	-	-	13	40	47	4.33	15	-	-	27	27	47	4.20
13. Music	18	-	-	11	56	33	4.22	18	-	11	11	39	39	4.06
14. Soc Sci	12	-	-	8	58	33	4.25	11	-	-	18	55	27	4.09
15. EMR	57	-	2	9	56	33	4.21	57	2	4	23	35	37	4.02
16. H.I.	17	-	6	-	47	47	4.35	17	-	-	18	41	41	4.24
17. LBD/Elem	124	-	1	15	52	32	4.16	125	-	5	16	35	44	4.18
18. Sph&HrTh	29	-	-	21	45	35	4.14	30	-	-	17	60	23	4.07
Total	545	0	1	12	48	39	4.24	549	0	2	15	37	45	4.25
Teaching Field														
1. Elem	127	-	1	13	46	40	4.25	127	-	-	11	35	54	4.43
2. Sec Ed	71	1	1	11	49	37	4.18	71	-	-	18	34	48	4.30
3. Spec Ed	227	-	1	13	52	34	4.18	229	0	4	18	39	39	4.13
4. Specialize	119	-	1	11	41	47	4.34	121	-	3	13	39	45	4.25
Teaching Location														
1. Rural	235	-	1	11	46	42	4.29	239	-	2	13	38	47	4.31
2. Suburban	245	0	1	13	51	34	4.17	245	0	3	17	37	42	4.18
3. Urban	55	-	4	9	33	33	4.27	55	-	-	16	38	46	4.29
Yrs. Taught														
1. 1	94	1	-	9	47	44	4.32	94	-	1	13	28	59	4.44
2. 2	116	-	1	10	44	45	4.33	117	-	3	17	36	44	4.20
3. 3	103	-	3	15	50	33	4.13	104	1	3	11	41	44	4.25
4. 4	102	-	1	15	49	35	4.19	104	-	3	18	38	41	4.17
5. 5	123	-	1	14	48	37	4.22	123	-	1	18	41	41	4.21

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 2. Rapport with and respect of
D. Administrators/Supervisors/Department Heads

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	10	-	-	20	60	20	4.40	10	-	20	-	20	60	4.20
2. Business	23	-	-	9	39	52	4.43	23	4	4	17	57	17	3.78
3. Dist Ed	12	-	-	8	42	50	4.42	12	-	25	17	-	58	3.92
4. Elem	120	-	2	22	49	28	4.03	119	-	3	22	38	37	4.08
5. English	26	4	4	27	39	27	3.81	27	7	7	7	48	30	3.85
6. HPE	30	-	3	20	50	27	4.00	30	-	3	23	30	43	4.13
7. Home Ec	15	-	13	7	20	60	4.27	15	-	-	27	53	20	3.93
8. Ind Ed	11	-	-	18	26	46	4.27	11	-	18	18	46	18	3.64
9. Fgn Lang	8	-	13	13	38	38	4.00	8	-	13	25	13	50	4.00
10. LEM	7	-	-	14	57	29	4.14	7	-	-	29	57	14	3.86
11. Math	10	-	-	-	90	10	4.10	10	10	40	10	20	20	3.00
12. Sciences	15	-	-	20	60	20	4.00	14	-	-	29	36	36	4.07
13. Music	18	-	-	17	44	39	4.22	18	-	11	33	33	22	3.67
14. Soc Sci	12	-	-	17	58	25	4.08	11	-	-	9	55	36	4.27
15. EMR	57	-	-	25	56	19	3.95	56	-	7	21	45	27	3.91
16. H.I.	17	-	6	24	53	18	3.82	17	-	6	18	47	29	4.00
17. LBD/Elem	122	-	1	24	52	24	3.98	124	2	4	26	36	32	3.94
18. Sph&HrTh	29	-	-	31	48	21	3.90	30	3	7	23	50	17	3.70
Total	542	0	2	21	50	28	4.03	542	1	6	22	39	32	3.94
Teaching Field														
1. Elem	126	-	2	21	49	29	4.05	125	-	3	22	37	38	4.09
2. Sec Ed	70	1	3	19	54	23	3.94	69	4	10	15	38	33	3.86
3. Spec Ed	225	-	1	25	52	22	3.95	227	1	5	24	41	29	3.90
4. Specialize	120	-	3	14	43	41	4.22	120	1	9	21	39	30	3.88
Teaching Location														
1. Rural	234	-	2	21	47	30	4.06	236	1	4	26	37	32	3.94
2. Suburban	243	0	2	21	51	26	4.01	242	1	9	16	44	31	3.95
3. Urban	55	-	2	22	55	22	3.96	54	6	6	32	28	30	3.70
Yrs. Taught														
1. 1	94	1	2	13	47	37	4.17	93	1	5	15	36	43	4.14
2. 2	115	-	2	19	47	32	4.10	115	3	6	23	35	34	3.91
3. 3	103	-	1	23	52	24	3.99	103	1	9	19	42	29	3.89
4. 4	100	-	3	23	48	26	3.97	102	1	6	23	47	24	3.86
5. 5	123	-	1	24	53	22	3.96	122	1	6	27	36	30	3.89

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 2. Rapport with and respect of
E. Community members

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	10	10	-	30	40	20	3.60	10	-	10	40	30	20	3.60
2. Business	22	-	-	27	55	18	3.91	23	4	13	44	22	17	3.35
3. Dist Ed	12	-	-	8	50	42	4.33	12	-	8	8	33	50	4.25
4. Elem	119	1	4	38	37	20	3.71	114	2	7	37	35	19	3.63
5. English	26	4	4	46	35	12	3.46	27	-	-	44	41	15	3.70
6. HPE	29	-	-	38	38	24	3.86	29	3	3	38	24	31	3.76
7. Home Ec	14	-	7	7	36	50	4.29	14	-	-	29	43	29	4.00
8. Ind Ed	11	-	-	46	36	18	3.73	11	-	18	46	18	18	3.36
9. Fgn Lang	8	-	-	50	25	25	3.75	8	-	-	25	50	25	4.00
10. LEM	7	-	-	29	71	-	3.71	7	-	-	43	57	-	3.57
11. Math	11	-	-	55	36	9	3.55	11	9	18	27	27	18	3.27
12. Sciences	15	-	-	27	60	13	3.87	15	-	13	53	20	13	3.33
13. Music	18	-	-	22	39	39	4.17	18	-	6	28	56	11	3.72
14. Soc Sci	12	-	-	50	42	8	3.58	11	-	9	46	46	-	3.36
15. EMR	57	4	5	35	47	9	3.53	57	2	5	49	28	16	3.51
16. H.I.	17	-	6	35	35	24	3.76	16	-	-	44	50	6	3.63
17. LBD/Elem	121	-	3	45	40	12	3.61	118	-	9	48	33	11	3.47
18. Sph&HrTh	29	-	7	45	24	24	3.66	30	-	3	50	43	3	3.47
Total	538	1	3	38	40	18	3.71	531	1	7	42	35	16	3.57
Teaching Field														
1. Elem	125	1	4	37	36	22	3.75	120	3	7	36	33	22	3.65
2. Sec Ed	71	1	1	45	41	11	3.59	71	1	7	42	37	13	3.52
3. Spec Ed	224	1	5	41	40	14	3.61	221	1	6	48	34	11	3.50
4. Specialize	117	1	1	27	44	17	3.95	118	1	8	36	35	21	3.68
Teaching Location														
1. Rural	234	1	2	38	43	17	3.74	232	0	8	40	37	16	3.59
2. Suburban	242	1	4	36	40	19	3.71	239	1	5	44	34	16	3.59
3. Urban	52	-	6	46	33	15	3.58	50	4	14	44	24	14	3.30
Yrs. Taught														
1. 1	92	1	2	35	33	29	3.87	90	-	4	38	37	21	3.74
2. 2	116	2	3	42	37	16	3.61	112	2	7	43	35	13	3.51
3. 3	103	2	4	29	49	17	3.74	104	2	9	41	30	18	3.54
4. 4	99	-	4	38	44	13	3.67	99	1	8	39	36	15	3.57
5. 5	121	-	3	42	36	19	3.72	119	1	5	46	35	13	3.54

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 3. Budgetary support for my teaching area

Major	Prior Expectations N	1*	2*	3*	4*	5*	Mean	Realities N	1*	2*	3*	4*	5*	Mean
1. Art	10	-	20	20	30	30	3.70	9	11	22	11	44	11	3.22
2. Business	23	-	4	13	30	52	4.30	24	13	25	29	29	4	2.88
3. Dist Ed	12	-	8	33	33	25	3.75	12	-	17	50	17	17	3.33
4. Elem	120	3	8	35	42	13	3.53	121	6	22	43	23	7	3.03
5. English	26	4	15	19	31	31	3.69	27	4	15	44	22	15	3.30
6. HPE	29	-	14	41	38	7	3.38	29	3	10	31	45	10	3.48
7. Home Ec	15	-	7	47	27	20	3.60	15	-	20	47	20	13	3.27
8. Ind Ed	11	-	18	27	46	9	3.45	11	18	27	27	18	9	2.73
9. Fgn Lang	8	13	-	25	38	25	3.63	8	13	25	25	13	25	3.13
10. LEM	7	14	29	43	14	-	2.57	7	-	14	29	43	14	3.57
11. Math	11	-	-	36	27	36	4.00	11	9	18	36	27	9	3.09
12. Sciences	15	-	-	27	53	20	3.93	15	-	20	60	7	13	3.13
13. Music	18	-	11	44	33	11	3.44	18	6	22	22	28	22	3.39
14. Soc Sci	12	-	25	42	17	17	3.25	12	8	25	17	42	8	3.17
15. EMR	57	2	11	39	35	14	3.49	57	7	19	30	33	11	3.21
16. H.I.	17	-	18	29	35	18	3.53	17	-	24	29	29	18	3.41
17. LBD/Elem	122	1	7	44	32	16	3.54	123	7	24	28	29	13	3.19
18. Sph&HrTh	29	7	7	35	41	10	3.41	30	-	23	37	27	13	3.30
Total	542	2	9	36	35	17	3.56	546	6	21	34	28	11	3.18
Teaching Field														
1. Elem	126	3	8	35	41	14	3.53	127	6	21	43	23	8	3.06
2. Sec Ed	71	3	10	28	34	25	3.69	72	6	19	39	22	14	3.19
3. Spec Ed	225	2	9	40	34	15	3.51	227	5	23	30	30	13	3.22
4. Specialize	119	1	11	34	34	21	3.63	119	7	19	31	32	11	3.21
Teaching Location														
1. Rural	234	3	8	35	36	18	3.56	237	6	17	39	27	11	3.18
2. Suburban	244	1	11	35	37	16	3.56	245	5	21	32	29	13	3.23
3. Urban	54	-	11	39	32	19	3.57	54	6	39	30	19	7	2.83
Yrs. Taught														
1. 1	94	1	14	33	36	16	3.52	94	6	22	27	35	10	3.19
2. 2	114	4	6	36	34	20	3.61	116	5	22	35	29	9	3.14
3. 3	103	4	7	38	27	24	3.61	104	8	14	37	28	14	3.25
4. 4	101	1	11	38	38	13	3.50	103	7	17	44	23	10	3.13
5. 5	123	-	11	35	42	12	3.56	122	3	28	31	25	14	3.20

Responses (In Percents)

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

30.

Item 4. Support (and encouragement) of my teaching area from
A. Parents

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	10	-	10	50	30	10	3.40	10	-	20	10	60	10	3.60
2. Business	23	-	-	22	52	26	4.04	24	-	13	42	29	17	3.50
3. Dist Ed	12	-	-	17	33	50	4.33	12	-	8	33	42	17	3.67
4. Elem	120	-	3	32	45	21	3.84	120	1	13	29	32	26	3.69
5. English	26	-	4	31	50	15	3.77	27	-	7	22	44	26	3.89
6. HPE	30	-	3	33	43	20	3.80	30	3	13	40	30	13	3.37
7. Home Ec	15	-	-	40	33	27	3.87	15	-	7	27	47	20	3.80
8. Ind Ed	11	-	-	27	46	27	4.00	11	-	27	46	9	18	3.18
9. Fgn Lang	8	-	-	13	63	25	4.13	8	-	13	13	38	38	4.00
10. LEM	7	-	14	71	14	-	3.00	7	-	14	57	29	-	3.14
11. Math	11	-	-	36	46	18	3.82	11	9	18	36	27	9	3.09
12. Sciences	15	-	7	20	47	27	3.93	15	7	7	40	33	13	3.40
13. Music	18	-	6	28	56	11	3.72	18	-	6	28	22	44	4.06
14. Soc Sci	12	-	-	25	50	25	4.00	12	-	8	17	58	17	3.83
15. EMR	56	2	7	21	54	16	3.75	56	5	13	41	32	9	3.27
16. H.I.	17	-	-	18	47	35	4.18	17	-	12	35	29	24	3.65
17. LBD/Elem	124	2	1	32	45	21	3.83	125	5	19	30	32	14	3.32
18. Sph&HrTh	29	-	7	21	48	24	3.90	30	3	7	40	40	10	3.47
Total	544	1	3	29	46	21	3.85	548	3	13	32	34	18	3.52
Teaching Field														
1. Elem	126	-	2	30	45	22	3.87	126	1	13	28	32	27	3.71
2. Sec Ed	71	-	3	27	51	20	3.87	72	3	10	26	42	19	3.65
3. Spec Ed	226	1	4	27	47	21	3.84	228	4	15	34	33	13	3.35
4. Specialize	120	-	3	34	42	22	3.83	121	1	12	36	32	18	3.55
Teaching Location														
1. Rural	236	0	4	29	47	20	3.81	239	2	13	34	34	18	3.54
2. Suburban	244	1	3	30	44	23	3.85	245	3	13	30	35	19	3.54
3. Urban	54	-	-	26	54	20	3.94	54	6	20	37	24	13	3.19
Yrs. Taught														
1. 1	92	1	2	38	36	23	3.77	92	-	12	27	37	24	3.73
2. 2	117	-	3	22	46	29	4.02	118	5	15	28	36	16	3.42
3. 3	103	-	7	32	42	19	3.74	104	-	12	36	31	22	3.63
4. 4	102	1	2	25	54	19	3.87	104	4	14	33	39	12	3.40
5. 5	123	1	2	30	52	15	3.80	123	3	14	37	29	17	3.43

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 4. Support (and encouragement) of my teahcing area from
B. Other teachers

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	10	-	-	20	70	10	3.90	10	-	20	10	20	50	4.00
2. Business	23	-	-	22	35	44	4.22	24	-	4	33	42	21	3.79
3. Dist Ed	12	-	-	33	25	42	4.08	12	-	-	58	25	17	3.58
4. Elem	121	1	2	22	47	28	4.00	121	1	3	20	36	41	4.13
5. English	26	-	-	12	50	39	4.27	27	-	7	11	56	26	4.00
6. HPE	30	-	3	23	47	27	3.97	30	-	7	37	27	30	3.80
7. Home Ec	15	-	-	27	33	40	4.13	15	-	7	20	53	20	3.87
8. Ind Ed	11	-	9	36	36	18	3.64	11	9	18	27	27	18	3.27
9. Fgn Lang	8	-	-	13	38	50	4.38	8	-	-	50	25	25	3.75
10. LEM	7	-	-	71	29	-	3.29	7	-	14	29	43	14	3.57
11. Math	11	-	-	-	55	46	4.45	11	-	18	9	36	36	3.91
12. Sciences	15	-	-	7	60	33	4.27	15	-	-	33	47	20	3.87
13. Music	18	-	-	28	56	17	3.89	18	-	17	50	11	22	3.39
14. Soc Sci	12	-	17	-	58	25	3.92	12	-	17	33	17	33	3.67
15. EMR	55	-	4	18	60	18	3.93	55	7	11	16	42	24	3.64
16. H.I.	17	-	6	12	47	35	4.12	16	-	6	13	25	56	4.31
17. LBD/Elem	124	-	3	23	51	23	3.94	125	2	12	24	34	28	3.73
18. Sph&HrTh	29	-	3	28	45	24	3.90	30	-	17	33	43	7	3.40
Total	544	0	3	21	49	27	4.00	547	2	9	25	36	29	3.82
Teaching Field														
1. Elem	127	1	2	21	47	30	4.03	127	1	2	21	35	41	3.13
2. Sec Ed	71	-	3	7	54	37	4.24	72	-	8	24	42	26	3.86
3. Spec Ed	225	-	4	21	52	23	3.94	226	3	12	23	36	26	3.70
4. Specialize	120	-	1	30	43	27	3.95	121	1	10	34	31	24	3.68
Teaching Location														
1. Rural	235	0	2	22	49	26	3.99	238	1	9	27	35	28	3.79
2. Suburban	244	-	3	21	49	27	4.00	245	2	10	26	34	28	3.76
3. Urban	55	-	2	24	47	27	4.00	54	2	2	13	50	33	4.11
Yrs. Taught														
1. 1	92	-	3	16	45	36	4.13	92	1	8	21	28	42	4.03
2. 2	117	-	2	17	49	33	4.12	117	2	9	27	36	27	3.77
3. 3	103	-	3	22	46	29	4.01	104	2	7	22	36	34	3.92
4. 4	102	1	2	27	52	19	3.85	104	2	13	28	37	21	3.63
5. 5	123	-	2	25	51	21	3.91	123	2	8	27	40	24	3.76

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 4. Support (and encouragement) of my teaching area
C. Administrators

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	10	-	-	30	50	20	3.90	10	-	20	20	20	40	3.80
2. Business	23	-	-	22	26	52	4.30	24	4	13	21	42	21	3.63
3. Dist Ed	12	-	-	17	33	50	4.33	12	-	8	33	42	17	3.67
4. Elem	121	-	3	24	44	30	4.01	121	2	6	17	50	26	3.93
5. English	26	-	4	8	50	39	4.23	27	4	-	26	44	26	3.89
6. HPE	30	-	-	23	53	23	4.00	30	3	7	23	30	37	3.90
7. Home Ec	15	-	-	27	47	27	4.00	15	7	7	27	47	13	3.53
8. Ind Ed	11	-	-	46	27	27	3.82	11	-	36	27	27	9	3.09
9. Fgn Lang	8	-	-	13	38	50	4.38	8	-	13	38	25	25	3.63
10. LEM	7	-	-	57	29	14	3.57	7	-	14	29	43	14	3.57
11. Math	11	-	-	-	46	55	4.55	11	18	18	18	18	27	3.18
12. Sciences	15	-	-	7	80	13	4.07	15	-	-	33	40	27	3.93
13. Music	18	-	-	28	56	17	3.89	17	6	-	24	47	24	3.82
14. Soc Sci	12	-	8	8	42	42	4.17	12	8	17	25	-	50	3.67
15. EMR	56	-	5	21	57	16	3.84	56	5	4	25	48	18	3.70
16. H.I.	17	-	6	41	24	29	3.76	17	-	6	24	41	29	3.94
17. LBD/Elem	124	-	2	25	49	23	3.94	125	2	6	30	36	26	3.78
18. Sph&HrTh	29	-	-	28	45	28	4.00	30	-	10	40	43	7	3.47
Total	545	-	2	23	47	28	4.00	548	3	7	25	40	24	3.76
Teaching Field														
1. Elem	127	-	2	23	43	32	4.04	127	2	6	16	49	28	3.94
2. Sec Ed	71	-	3	7	54	37	4.24	72	6	7	28	29	31	3.72
3. Spec Ed	226	-	3	26	49	23	3.91	228	2	6	30	40	22	3.73
4. Specialize	120	-	-	28	43	29	4.01	120	3	12	26	38	22	3.65
Teaching Location														
1. Rural	236	-	3	22	47	28	3.99	238	2	6	26	43	23	3.78
2. Suburban	244	-	2	25	46	28	4.00	245	3	8	25	38	26	3.76
3. Urban	55	-	-	24	51	26	4.02	55	6	9	24	42	20	3.62
Yrs. Taught														
1. 1	93	-	2	25	39	34	4.05	93	2	2	26	37	33	3.97
2. 2	117	-	2	19	43	37	4.15	118	3	9	24	38	26	3.76
3. 3	103	-	4	21	44	31	4.02	103	2	9	27	42	20	3.70
4. 4	102	-	3	27	55	16	3.83	104	4	12	24	40	20	3.62
5. 5	123	-	1	24	53	22	3.96	123	3	5	27	43	22	3.76

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 4. Support (and encouragement) of my teaching area from
D. Community members

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	10	-	10	40	40	10	3.50	10	-	20	40	10	30	3.50
2. Business	22	-	-	32	41	27	3.95	23	-	4	57	22	17	3.52
3. Dist Ed	12	-	-	25	33	42	4.17	12	-	-	17	75	8	3.92
4. Elem	119	-	7	45	36	13	3.55	119	2	13	42	29	14	3.40
5. English	26	-	15	31	39	15	3.54	27	-	15	41	30	15	3.44
6. HPE	29	-	10	31	48	10	3.59	29	3	10	41	28	17	3.45
7. Home Ec	15	-	-	33	40	27	3.93	15	-	13	33	33	20	3.60
8. Ind Ed	11	-	9	46	27	18	3.55	11	18	9	55	9	9	2.82
9. Fgn Lang	8	-	13	38	13	38	3.75	8	-	-	50	25	25	3.75
10. LEM	7	-	-	57	43	-	3.43	7	-	-	57	43	-	3.43
11. Math	11	-	9	46	27	18	3.55	11	9	-	64	9	18	3.27
12. Sciences	15	-	7	20	53	20	3.87	15	7	7	53	27	7	3.20
13. Music	18	-	-	33	56	11	3.78	18	-	6	44	39	11	3.56
14. Soc Sci	12	-	8	42	25	25	3.67	12	-	17	50	25	8	3.25
15. EMR	56	-	13	39	41	7	3.43	56	-	11	50	30	9	3.38
16. H.I.	17	-	6	47	29	18	3.59	16	-	6	56	38	-	3.31
17. LBD/Elem	119	1	3	46	35	14	3.59	119	2	13	50	27	8	3.27
18. Sph&HrTh	29	-	3	41	38	17	3.69	30	-	10	63	23	3	3.20
Total	536	0	6	41	38	15	3.62	538	2	11	47	28	12	3.37
Teaching Field														
1. Elem	125	-	7	42	37	14	3.57	125	2	14	41	28	15	3.41
2. Sec Ed	71	-	11	34	35	20	3.63	72	3	10	50	25	13	3.35
3. Spec Ed	221	1	6	43	37	13	3.56	221	1	12	52	28	7	3.29
4. Specialize	118	-	3	36	42	19	3.77	119	3	7	44	32	15	3.50
Teaching Location														
1. Rural	234	-	7	40	39	15	3.61	237	1	12	47	31	9	3.34
2. Suburban	239	0	5	41	38	16	3.63	238	1	9	49	27	14	3.43
3. Urban	53	-	11	43	34	11	3.45	53	6	17	45	23	9	3.13
Yrs. Taught														
1. 1	91	1	3	45	34	17	3.62	91	-	9	44	31	17	3.55
2. 2	116	-	9	36	35	20	3.66	115	4	10	47	34	4	3.23
3. 3	103	-	10	31	43	17	3.66	104	1	13	44	27	15	3.42
4. 4	100	-	6	43	39	12	3.57	101	1	14	41	31	14	3.43
5. 5	119	-	4	47	38	11	3.55	120	2	10	58	21	9	3.26

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 5. Physical facilities for my teaching area

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	10	-	-	40	30	30	3.90	10	10	20	50	20	-	2.80
2. Business	23	-	-	9	35	57	4.48	24	8	25	29	21	17	3.13
3. Dist Ed	12	-	-	8	42	50	4.42	12	8	33	25	25	8	2.92
4. Elem	120	-	3	23	51	24	3.97	119	4	12	36	34	14	3.42
5. English	26	-	-	35	31	35	4.00	27	4	19	39	33	15	3.37
6. HPE	30	-	3	27	57	13	3.80	30	3	3	33	47	13	3.63
7. Home Ec	15	-	-	20	53	27	4.07	15	-	13	40	27	20	3.53
8. Ind Ed	11	-	9	27	55	9	3.64	11	-	18	37	18	27	3.55
9. Fgn Lang	8	-	-	25	50	25	4.00	8	-	25	25	50	-	3.25
10. LEM	7	14	14	29	14	29	3.29	7	-	-	29	43	29	4.00
11. Math	11	-	-	36	36	27	3.91	11	18	9	27	46	-	3.00
12. Sciences	15	-	-	-	73	27	4.27	15	7	27	47	20	-	2.80
13. Music	18	-	-	39	33	28	3.89	18	-	11	39	28	22	3.61
14. Soc Sci	12	-	8	33	25	33	3.83	12	8	-	33	42	17	3.58
15. EMR	56	-	4	32	45	20	3.80	56	13	18	18	32	20	3.29
16. H.I.	17	-	12	24	47	18	3.71	17	-	6	35	41	18	3.71
17. LBD/Elem	123	-	4	29	49	18	3.80	124	2	15	31	34	18	3.49
18. Sph&HrTh	29	7	24	14	38	17	3.34	30	17	13	30	33	7	3.00
Total	543	1	4	25	46	24	3.88	546	6	15	32	33	15	3.38
Teaching Field														
1. Elem	126	-	2	23	50	25	3.97	125	4	12	36	34	14	3.42
2. Sec Ed	71	-	1	27	42	30	4.00	72	7	17	32	36	8	3.22
3. Spec Ed	225	1	7	28	46	18	3.74	227	7	15	28	34	17	3.39
4. Specialize	120	1	3	23	43	31	4.01	121	4	15	35	30	17	3.40
Teaching Location														
1. Rural	234	1	3	24	44	27	3.91	237	6	14	37	33	12	3.32
2. Suburban	244	-	6	28	43	23	3.84	244	5	16	27	34	19	3.45
3. Urban	55	-	2	22	60	16	3.91	55	7	16	36	31	9	3.18
Yrs. Taught														
1. 1	93	-	3	24	44	29	3.99	92	8	19	20	34	21	3.41
2. 2	116	2	3	26	44	26	3.90	118	6	15	36	33	9	3.25
3. 3	103	1	5	26	40	28	3.89	104	9	8	33	28	23	3.49
4. 4	102	-	4	28	47	22	3.86	104	2	16	37	38	8	3.33
5. 5	122	-	7	24	53	16	3.80	121	3	15	30	36	17	3.47

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 6. Equipment for my teaching area

Responses (In Percents)

	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	10	-	-	40	50	10	3.70	10	10	30	20	30	10	3.00
2. Business	23	-	-	13	30	57	4.43	24	8	29	33	25	4	2.88
3. Dist Ed	12	-	-	17	33	50	4.33	12	8	8	33	50	-	3.25
4. Elem	121	-	3	22	45	30	4.01	121	1	17	39	29	14	3.38
5. English	26	-	-	27	42	31	4.04	27	-	22	33	30	15	3.37
6. HPE	30	-	7	33	50	10	3.63	30	-	10	33	43	13	3.60
7. Home Ec	15	-	-	27	60	13	3.87	15	-	27	20	27	27	3.53
8. Ind Ed	11	-	9	18	64	9	3.73	10	-	30	40	10	20	3.20
9. Fgn Lang	8	-	-	25	63	13	3.88	8	-	25	25	50	-	3.25
10. LEM	7	14	-	57	-	29	3.29	7	-	29	14	14	43	3.71
11. Math	11	-	9	18	46	27	3.91	11	9	18	18	55	-	3.18
12. Sciences	15	-	-	7	67	27	4.20	15	13	27	40	20	-	2.67
13. Music	18	-	6	44	17	33	3.78	18	-	22	28	39	11	3.39
14. Soc Sci	12	-	17	25	33	25	3.67	12	17	-	25	33	25	3.50
15. EMR	55	-	6	24	49	22	3.87	55	7	20	29	27	16	3.25
16. H.I.	17	-	6	18	59	18	3.88	17	-	18	29	35	18	3.53
17. LBD/Elem	124	-	4	29	47	20	3.83	125	2	15	30	31	21	3.53
18. Sph&HrTh	29	3	17	21	41	17	3.52	30	10	13	30	40	7	3.20
Total	544	0	5	25	45	25	3.89	547	4	18	32	32	15	3.36
Teaching Field														
1. Elem	127	-	4	23	44	29	3.98	127	1	17	39	28	15	3.39
2. Sec Ed	71	-	4	21	48	27	3.97	72	7	19	29	35	10	3.21
3. Spec Ed	225	0	6	26	47	20	3.80	227	4	16	30	32	18	3.42
4. Specialize	120	1	3	28	41	28	3.92	120	3	22	29	33	13	3.30
Teaching Location														
1. Rural	236	1	3	27	42	27	3.91	239	3	18	36	31	11	3.30
2. Suburban	244	-	7	23	46	24	3.88	244	4	18	28	31	20	3.45
3. Urban	54	-	2	30	52	17	3.83	54	6	24	33	30	7	3.09
Yrs. Taught														
1. 1	92	-	7	21	45	28	3.95	91	4	24	25	32	14	3.27
2. 2	117	1	5	25	39	31	3.93	118	3	20	37	27	12	3.24
3. 3	103	1	5	23	41	30	3.94	104	6	15	27	32	20	3.45
4. 4	102	-	4	28	51	17	3.80	104	2	17	38	34	10	3.32
5. 5	123	-	2	29	50	19	3.85	123	3	15	29	34	19	3.50

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 7. Parent-teacher conferences

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	10	-	-	50	40	10	3.60	10	-	30	40	20	10	3.10
2. Business	23	-	9	26	44	22	3.78	24	8	17	42	21	13	3.13
3. Dist Ed	12	-	8	42	42	8	3.50	12	-	17	17	67	-	3.50
4. Elem	121	1	7	34	38	21	3.71	121	3	5	25	48	19	3.74
5. English	25	4	16	20	32	28	3.64	26	4	8	42	27	19	3.50
6. HPE	30	-	7	53	33	7	3.40	30	3	17	43	27	10	3.23
7. Home Ec	15	-	13	20	53	13	3.67	15	-	13	47	13	27	3.53
8. Ind Ed	11	-	9	46	36	9	3.45	11	9	9	36	27	18	3.36
9. Fgn Lang	8	-	13	25	38	25	3.75	8	-	25	38	25	13	3.25
10. LEM	6	33	-	50	17	-	2.50	6	17	-	67	-	17	3.00
11. Math	11	9	-	46	27	18	3.45	11	9	18	36	36	-	3.00
12. Sciences	15	7	-	20	60	13	3.73	15	7	20	47	13	13	3.07
13. Music	18	6	11	33	44	6	3.33	18	6	28	33	22	11	3.06
14. Soc Sci	12	8	-	58	17	17	3.33	12	8	8	42	17	25	3.42
15. EMR	56	4	2	27	50	18	3.77	56	9	5	32	45	9	3.39
16. H.I.	17	-	12	35	12	41	3.82	17	-	6	18	59	18	3.88
17. LBD/Elem	125	3	6	26	50	14	3.66	125	2	14	26	38	20	3.62
18. Sph&HrTh	29	3	7	35	38	17	3.59	30	-	7	30	60	3	3.60
Total	544	3	7	32	41	17	3.63	547	4	11	32	38	15	3.50
Teaching Field														
1. Elem	127	1	6	35	37	21	3.70	127	3	7	24	47	19	3.71
2. Sec Ed	70	6	7	31	34	21	3.59	71	6	13	42	24	16	3.31
3. Spec Ed	227	3	6	29	45	17	3.68	228	3	10	28	44	15	3.58
4. Specialize	119	3	8	37	42	10	3.49	120	5	17	40	26	13	3.24
Teaching Location														
1. Rural	236	5	7	32	40	17	3.58	238	3	12	34	37	16	3.51
2. Suburban	243	1	7	33	42	17	3.67	244	4	8	32	39	16	3.56
3. Urban	55	-	6	35	44	16	3.71	55	9	24	22	38	7	3.11
Yrs. Taught														
1. 1	92	1	10	35	40	14	3.57	92	7	10	29	38	16	3.48
2. 2	116	4	3	32	36	25	3.75	117	5	9	33	33	20	3.54
3. 3	104	4	8	29	40	19	3.63	104	2	14	28	37	19	3.57
4. 4	102	3	7	30	44	16	3.63	104	2	10	40	38	11	3.45
5. 5	123	1	7	36	44	12	3.59	123	4	14	29	42	11	3.43

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 8. Scheduling of classes (or class time) to complete desired objectives

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	10	-	-	30	40	30	4.00	10	-	20	20	40	20	3.60
2. Business	23	-	4	17	48	30	4.04	24	-	17	29	46	8	3.46
3. Dist Ed	12	-	-	-	58	42	4.42	12	-	8	17	67	8	3.75
4. Elem	119	-	2	24	58	16	3.88	120	-	15	38	39	8	3.39
5. English	25	-	8	24	44	24	3.84	26	4	12	39	27	19	3.46
6. HPE	30	-	3	43	43	10	3.60	30	-	20	27	43	10	3.43
7. Home Ec	15	-	7	20	60	13	3.80	15	-	20	20	53	7	3.47
8. Ind Ed	11	-	-	27	46	27	4.00	11	-	27	36	27	9	3.18
9. Fgn Lang	8	-	-	13	75	13	4.00	8	-	-	50	38	13	3.63
10. LEM	7	14	14	14	57	-	3.14	7	-	14	43	29	14	3.43
11. Math	11	-	-	18	64	18	4.00	11	-	9	36	55	-	3.45
12. Sciences	15	-	-	13	80	7	3.93	15	-	20	40	40	-	3.20
13. Music	18	-	-	39	39	22	3.83	18	6	11	44	33	6	3.22
14. Soc Sci	12	-	-	25	50	25	4.00	12	-	25	17	50	8	3.42
15. EMR	55	-	-	29	56	15	3.85	55	2	24	33	42	-	3.15
16. H.I.	17	-	-	18	71	12	3.94	17	6	6	53	29	6	3.24
17. LBD/Elem	123	1	2	27	55	16	3.84	123	4	15	43	34	4	3.20
18. Sph&HrTh	29	10	10	24	45	10	3.34	30	7	27	27	40	-	3.00
Total	540	1	2	25	54	17	3.84	544	2	17	36	39	6	3.31
Teaching Field														
1. Elem	125	-	2	26	56	16	3.86	126	-	15	37	39	9	3.41
2. Sec Ed	70	-	3	20	59	19	3.93	71	1	14	37	38	10	3.41
3. Spec Ed	224	2	2	27	55	15	3.78	225	4	18	39	37	3	3.16
4. Specialize	120	1	3	24	50	22	3.88	121	1	17	30	44	8	3.41
Teaching Location														
1. Rural	236	1	2	27	51	18	3.83	238	2	20	37	36	6	3.25
2. Suburban	242	1	3	26	54	17	3.84	244	3	12	36	43	7	3.39
3. Urban	52	-	4	17	67	12	3.87	52	2	23	35	35	6	3.19
Yrs. Taught														
1. 1	93	1	3	24	60	12	3.78	93	1	12	39	45	3	3.38
2. 2	117	1	1	23	53	22	3.95	118	3	11	33	45	8	3.42
3. 3	102	2	5	29	40	24	3.78	102	1	20	25	45	10	3.43
4. 4	101	1	2	24	58	15	3.84	103	1	22	42	31	4	3.15
5. 5	120	-	2	26	60	13	3.83	121	3	18	42	30	7	3.18

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 9. An environment that is conducive to professional growth and development

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	8	-	-	13	75	13	4.00	9	-	33	44	11	11	3.00
2. Business	23	-	-	9	48	44	4.35	24	4	8	50	25	13	3.33
3. Dist Ed	12	-	-	8	58	33	4.25	12	-	8	58	33	-	3.25
4. Elem	120	-	-	16	58	27	4.11	121	-	7	32	39	22	3.74
5. English	26	4	-	15	62	19	3.92	27	-	7	26	48	19	3.78
6. HPE	30	-	-	37	43	20	3.83	30	-	7	33	40	20	3.73
7. Home Ec	15	-	-	33	13	53	4.20	15	-	7	40	40	13	3.60
8. Ind Ed	11	-	9	9	55	27	4.00	11	-	36	46	9	9	2.90
9. Fgn Lang	8	-	-	25	25	50	4.25	8	-	25	38	13	25	3.38
10. LEM	7	-	-	29	57	14	3.86	7	-	29	14	57	-	3.29
11. Math	11	-	-	27	36	36	4.09	11	9	18	55	18	-	2.82
12. Sciences	15	-	-	-	73	27	4.27	15	-	20	40	27	13	3.33
13. Music	18	-	-	22	56	22	4.00	18	-	11	33	50	6	3.50
14. Soc Sci	12	-	-	8	50	42	4.33	12	17	8	17	50	8	3.25
15. EMR	55	-	-	16	64	20	4.04	55	-	13	36	44	7	3.45
16. H.I.	17	-	-	6	59	35	4.29	17	-	12	6	65	18	3.88
17. LBD/Elem	124	-	-	15	58	27	4.11	124	2	9	32	40	17	3.60
18. Sph&HrTh	29	-	3	28	52	17	3.83	30	7	-	57	33	3	3.27
Total	541	0	0	17	55	27	4.09	546	2	10	35	39	15	3.54
Teaching Field														
1. Elem	126	-	-	18	57	25	4.08	127	-	7	32	39	22	3.76
2. Sec Ed	71	1	-	14	54	31	4.13	72	4	14	33	35	14	3.40
3. Spec Ed	225	-	0	17	58	24	4.07	126	2	9	35	42	13	3.54
4. Specialize	118	-	1	20	48	31	4.10	120	1	14	41	34	10	3.38
Teaching Location														
1. Rural	234	0	0	16	55	29	4.11	237	1	11	39	37	12	3.46
2. Suburban	243	-	0	17	57	26	4.07	245	2	9	31	40	18	3.62
3. Urban	54	-	-	22	52	26	4.04	54	2	13	39	33	13	3.43
Yrs. Taught														
1. 1	93	-	-	17	56	27	4.10	93	2	12	29	40	17	3.58
2. 2	117	-	1	17	48	34	4.15	118	2	13	34	36	15	3.51
3. 3	103	1	-	18	56	25	4.05	103	2	7	36	38	18	3.62
4. 4	101	-	-	15	62	23	4.08	103	1	13	43	31	13	3.42
5. 5	120	-	1	20	53	26	4.04	122	2	8	33	46	12	3.57

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 10. Feelings of accomplishment

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	9	-	-	11	33	56	4.44	10	-	10	30	30	30	3.80
2. Business	23	-	-	17	26	57	4.39	24	-	4	29	46	21	3.83
3. Dist Ed	12	-	-	-	58	42	4.42	12	-	8	42	42	8	3.50
4. Elem	120	-	1	5	47	48	4.41	120	-	4	17	48	31	4.06
5. English	26	-	4	19	46	31	4.04	27	-	7	15	52	26	3.96
6. HPE	30	-	-	17	50	33	4.17	30	-	7	20	43	30	3.97
7. Home Ec	15	-	-	13	27	60	4.47	15	-	-	27	53	20	3.93
8. Ind Ed	11	-	-	-	55	46	4.45	11	9	-	27	46	18	3.64
9. Fgn Lang	8	-	-	13	38	50	4.38	8	-	-	25	38	38	4.13
10. LEM	7	-	-	29	57	14	3.86	7	-	-	43	43	14	3.71
11. Math	11	-	-	-	55	46	4.45	11	9	27	27	36	-	2.91
12. Sciences	15	-	-	-	60	40	4.40	15	-	13	33	33	20	3.60
13. Music	18	-	-	-	56	44	4.44	18	6	17	11	39	28	3.67
14. Soc Sci	12	-	-	8	33	58	4.50	12	8	8	33	42	8	3.33
15. EMR	55	-	2	4	60	35	4.27	55	4	9	29	40	18	3.60
16. H.I.	17	-	6	-	29	65	4.53	17	-	6	12	59	24	4.00
17. LBD/Elem	122	-	1	11	46	43	4.30	124	-	6	19	48	27	3.96
18. Sph&HrTh	29	-	-	17	45	38	4.21	30	-	-	40	47	13	3.73
Total	540	-	1	9	47	44	4.33	546	1	6	23	46	24	3.85
Teaching Field														
1. Elem	126	-	1	6	48	46	4.39	126	-	5	17	48	30	4.04
2. Sec Ed	71	-	1	10	47	42	4.30	72	3	11	25	42	19	3.64
3. Spec Ed	223	-	1	9	48	41	4.29	226	1	6	24	47	23	3.85
4. Specialize	119	-	-	10	44	46	4.36	121	2	6	26	43	23	3.80
Teaching Location														
1. Rural	235	-	1	9	44	45	4.33	238	1	4	25	45	24	3.87
2. Suburban	241	-	1	9	48	42	4.32	244	1	6	22	46	25	3.87
3. Urban	54	-	-	6	54	41	4.35	54	-	17	20	44	19	3.65
Yrs. Taught														
1. 1	92	-	-	16	42	41	4.25	93	-	10	15	47	28	3.94
2. 2	116	-	2	5	46	47	4.39	118	1	8	25	47	20	3.78
3. 3	103	-	2	7	48	44	4.33	103	2	7	25	43	23	3.79
4. 4	101	-	-	9	53	39	4.30	103	2	5	28	47	18	3.75
5. 5	121	-	1	8	45	46	4.36	122	1	3	21	46	29	3.98

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 11. Work load (time, energy-needed, numbers of pupils, classes, number of preparations, etc.)

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	9	-	-	22	56	22	4.00	10	10	20	40	10	20	3.10
2. Business	23	-	-	22	44	35	4.13	24	4	13	25	42	17	3.54
3. Dist Ed	12	-	8	17	33	42	4.08	12	8	-	33	42	17	3.58
4. Elem	120	-	6	29	44	21	3.80	121	8	17	31	34	10	3.20
5. English	26	-	15	23	46	15	3.62	27	11	37	19	22	11	2.85
6. HPE	30	-	7	27	53	13	3.73	30	-	20	27	40	13	3.47
7. Home Ec	15	-	7	27	40	27	3.87	15	-	33	20	27	20	3.33
8. Ind Ed	11	-	-	46	27	27	3.82	11	9	9	46	-	36	3.45
9. Fgn Lang	8	13	-	13	50	25	3.75	8	-	25	25	25	25	3.50
10. LEM	7	14	14	14	57	-	3.14	7	14	29	43	14	-	2.57
11. Math	10	-	-	20	60	20	4.00	10	10	50	20	20	-	2.50
12. Sciences	15	-	7	33	47	13	3.67	15	-	47	27	20	7	2.87
13. Music	18	-	-	33	50	17	3.83	18	11	33	33	22	-	2.67
14. Soc Sci	12	-	8	42	33	17	3.58	12	-	50	42	8	-	2.58
15. EMR	56	-	5	23	61	11	3.77	56	11	21	27	34	7	3.05
16. H.I.	17	6	12	24	35	24	3.59	17	-	24	53	18	6	3.06
17. LBD/Elem	123	-	7	22	44	28	3.93	123	2	27	33	28	11	3.17
18. Sph&HrTh	29	3	7	35	35	21	3.62	30	3	23	47	20	7	3.03
Total	541	1	6	26	46	21	3.81	546	6	24	32	28	10	3.14
Teaching Field														
1. Elem	126	-	6	29	44	21	3.80	127	8	17	31	33	11	3.22
2. Sec Ed	70	1	9	27	47	16	3.67	71	6	42	25	20	7	2.80
3. Spec Ed	225	1	6	24	46	22	3.83	226	4	25	34	28	9	3.12
4. Specialize	119	1	4	25	45	24	3.88	121	6	20	31	29	15	3.27
Teaching Location														
1. Rural	235	1	6	28	44	20	3.77	237	6	28	31	28	7	3.03
2. Suburban	242	0	7	24	47	22	3.83	245	5	22	32	29	12	3.22
3. Urban	54	-	4	30	43	24	3.87	54	11	17	35	24	13	3.11
Yrs. Taught														
1. 1	94	1	5	29	44	21	3.79	94	9	22	27	31	12	3.15
2. 2	116	1	2	23	43	31	4.02	117	3	21	38	29	10	3.24
3. 3	103	2	7	27	45	19	3.73	103	5	22	28	34	11	3.23
4. 4	100	-	11	22	49	18	3.74	102	7	30	27	31	5	2.97
5. 5	121	-	7	29	46	18	3.76	123	5	27	37	19	13	3.08

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 12. Behavior of pupils

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1 *	2 *	3 *	4 *	5 *	Mean	N	1*	2*	3*	4 *	5*	Mean
1. Art	9	-	-	22	33	44	4.22	10	-	20	20	40	20	3.60
2. Business	23	-	9	30	35	26	3.78	24	-	13	29	50	8	3.54
3. Dist Ed	12	-	8	25	33	33	3.92	12	-	25	42	33	-	3.08
4. Elem	120	-	3	26	54	17	3.84	121	4	13	26	44	12	3.47
5. English	26	-	15	39	31	15	3.46	27	11	7	33	33	15	3.33
6. HPE	30	-	3	27	50	20	3.87	30	3	20	27	47	3	3.27
7. Home Ec	15	-	7	13	47	33	4.07	15	-	40	27	20	13	3.07
8. Ind Ed	11	-	9	55	18	18	3.45	11	-	18	9	55	18	3.72
9. Fgn Lang	8	-	25	-	63	13	3.63	8	-	13	25	63	-	3.50
10. LEM	7	29	14	29	29	-	2.57	7	-	29	14	57	-	3.29
11. Math	11	-	-	46	46	9	3.64	11	9	-	36	55	-	3.36
12. Sciences	15	-	-	40	40	20	3.80	15	-	20	53	27	-	3.07
13. Music	18	-	6	28	61	6	3.67	18	6	28	50	11	6	2.83
14. Soc Sci	12	-	8	33	50	8	3.58	12	-	17	33	50	-	3.33
15. EMR	54	2	6	37	44	11	3.57	53	8	13	36	38	6	3.21
16. H.I.	17	-	6	6	59	29	4.12	17	-	18	24	35	24	3.65
17. LBD/Elem	124	1	14	31	41	14	3.53	124	5	18	23	43	11	3.38
18. Sph&HrTh	29	-	3	28	48	21	3.86	30	-	3	37	37	23	3.80
Total	541	1	8	29	46	17	3.70	545	4	16	29	41	11	3.38
Teaching Field														
1. Elem	126	-	3	25	54	18	3.86	127	5	14	25	43	13	3.46
2. Sec Ed	71	-	10	35	42	13	3.58	72	6	11	38	42	4	3.28
3. Spec Ed	224	1	10	30	44	15	3.62	224	5	14	28	41	13	3.42
4. Specialize	119	2	7	28	41	23	3.76	121	1	22	31	39	7	3.30
Teaching Location														
1. Rural	235	1	9	28	44	18	3.69	237	2	16	27	45	11	3.47
2. Suburban	242	0	7	31	45	17	3.71	244	5	12	32	40	11	3.39
3. Urban	54	-	6	30	48	17	3.76	54	7	32	30	24	7	2.93
Yrs. Taught														
1. 1	93	1	8	28	46	17	3.71	93	7	16	27	42	9	3.30
2. 2	116	1	3	22	53	21	3.89	117	1	22	26	44	8	3.35
3. 3	103	1	12	34	35	18	3.58	103	6	14	33	37	11	3.33
4. 4	101	-	4	35	49	13	3.70	103	4	18	31	39	8	3.28
5. 5	121	1	11	29	44	16	3.63	122	3	10	29	42	16	3.58

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 13. My teaching being observed by administrator(s)

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	**N**	**1 ***	**2 ***	**3 ***	**4 ***	**5 ***	**Mean**	**N**	**1***	**2***	**3***	**4***	**5***	**Mean**
1. Art	9	-	-	33	33	33	4.00	10	-	10	20	30	40	4.00
2. Business	23	-	9	13	52	26	3.96	24	8	8	21	42	21	3.58
3. Dist Ed	12	-	8	17	33	42	4.08	12	8	-	25	33	33	3.83
4. Elem	120	-	8	25	43	24	3.84	121	2	3	17	48	31	4.05
5. English	26	8	15	23	35	19	3.42	27	7	7	-	37	48	4.11
6. HPE	30	-	3	30	50	17	3.80	30	-	3	23	43	30	4.00
7. Home Ec	15	-	-	33	47	20	3.87	15	-	7	47	27	20	3.60
8. Ind Ed	11	9	-	55	18	18	3.36	11	-	9	55	18	18	3.45
9. Fgn Lang	8	13	-	-	63	25	3.88	8	-	13	38	25	25	3.63
10. LEM	7	14	14	29	43	-	3.00	7	14	-	-	43	43	4.00
11. Math	11	-	-	18	73	9	3.91	11	9	18	27	36	9	3.18
12. Sciences	15	-	-	27	53	20	3.93	15	-	20	33	27	20	3.47
13. Music	18	-	6	11	44	39	4.17	18	6	6	44	22	22	3.50
14. Soc Sci	12	-	17	33	42	8	3.42	12	-	8	-	50	42	4.25
15. EMR	56	4	2	34	39	21	3.73	56	7	11	20	34	29	3.66
16. H.I.	17	6	6	12	59	18	3.76	17	-	12	24	41	24	3.76
17. LBD/Elem	124	2	8	26	44	21	3.74	124	2	8	22	37	32	3.89
18. Sph&HrTh	29	7	10	24	38	21	3.55	28	-	14	32	32	21	3.61
Total	543	2	7	25	44	22	3.77	546	3	8	22	38	30	3.84
Teaching Field														
1. Elem	126	-	7	25	44	25	3.86	127	2	3	16	48	32	4.05
2. Sec Ed	71	4	9	23	49	16	3.63	72	4	13	15	36	32	3.79
3. Spec Ed	226	3	7	27	43	21	3.71	225	3	10	23	36	29	3.79
4. Specialize	119	2	5	25	43	25	3.85	121	4	5	31	33	26	3.73
Teaching Location														
1. Rural	235	3	8	22	45	22	3.74	236	4	7	21	35	33	3.86
2. Suburban	244	2	5	28	45	21	3.79	246	3	7	23	40	27	3.81
3. Urban	54	2	7	32	30	30	3.78	54	-	11	26	37	26	3.78
Yrs. Taught														
1. 1	94	1	9	27	40	23	3.77	94	3	9	20	38	30	3.83
2. 2	117	3	6	23	44	23	3.78	117	1	7	19	42	32	3.97
3. 3	103	2	9	25	45	19	3.71	102	3	9	27	28	34	3.81
4. 4	101	1	7	27	47	19	3.75	103	5	7	25	43	20	3.67
5. 5	121	3	3	26	44	25	3.84	123	3	7	20	40	30	3.86

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Item 14. Level of job satisfaction

	Responses (In Percents)													
	Prior Expectations							Realities						
Major	N	1*	2*	3*	4*	5*	Mean	N	1*	2*	3*	4*	5*	Mean
1. Art	9	-	-	11	33	56	4.44	10	-	10	30	50	10	3.60
2. Business	23	-	-	9	35	57	4.48	24	-	8	17	54	21	3.88
3. Dist Ed	12	-	8	-	50	42	4.25	12	-	8	33	58	-	3.50
4. Elem	120	-	1	9	39	51	4.40	121	-	6	22	38	35	4.02
5. English	26	-	-	15	50	35	4.19	27	-	4	19	33	44	4.19
6. HPE	30	-	-	10	43	47	4.37	30	-	3	23	33	40	4.10
7. Home Ec	15	-	-	13	40	47	4.33	15	-	13	27	53	7	3.53
8. Ind Ed	11	-	-	9	46	46	4.36	11	-	18	-	36	46	4.09
9. Fgn Lang	8	-	-	25	25	50	4.25	8	-	13	13	25	50	4.13
10. LEM	7	-	-	29	29	43	4.14	7	-	-	43	43	14	3.71
11. Math	11	-	-	9	73	18	4.09	11	9	27	36	27	-	2.82
12. Sciences	15	-	-	13	53	33	4.20	15	-	7	33	40	20	3.73
13. Music	18	-	-	-	72	28	4.28	18	-	6	22	39	33	4.00
14. Soc Sci	12	-	-	8	67	25	4.17	12	-	17	17	42	25	3.75
15. EMR	56	-	-	14	50	36	4.21	56	-	2	30	39	29	3.95
16. H.I.	17	-	6	-	47	47	4.35	17	-	-	12	47	41	4.29
17. LBD/Elem	124	-	-	8	50	42	4.34	123	-	6	17	46	32	4.03
18. Sph&HrTh	29	-	-	17	38	45	4.28	29	-	7	7	62	24	4.03
Total	543	-	1	10	46	43	4.32	546	0	6	21	43	30	3.96
Teaching Field														
1. Elem	126	-	1	10	37	52	4.40	127	-	6	21	37	36	4.04
2. Sec Ed	71	-	-	14	55	31	4.17	72	1	11	24	35	29	3.79
3. Spec Ed	226	-	0	10	49	41	4.30	225	-	4	19	46	31	4.03
4. Specialize	119	-	1	8	46	45	4.36	121	-	8	23	46	22	3.83
Teaching Location														
1. Rural	235	-	1	12	43	45	4.31	237	-	6	22	44	28	3.95
2. Suburban	244	-	0	8	51	40	4.31	246	0	7	20	42	32	3.98
3. Urban	54	-	-	9	41	50	4.41	53	-	6	28	38	28	3.89
Yrs. Taught														
1. 1	94	-	1	13	46	40	4.26	94	1	6	22	40	30	3.91
2. 2	117	-	-	9	48	43	4.33	117	-	9	24	36	31	3.88
3. 3	103	-	2	12	48	39	4.23	103	-	5	22	44	29	3.97
4. 4	101	-	-	8	50	43	4.35	103	-	6	24	46	24	3.88
5. 5	121	-	-	10	41	50	4.40	122	-	6	14	48	33	4.07

*1. Highly Negative
*2. Negative
*3. Average or No Opinion
*4. Positive
*5. Highly Positive

Section C

EXPECTATION VERSUS REALITY ANALYSES

JUST FOR BEGINNING TEACHERS

This section reproduces a paper that Professors Marso and Pigge read and distributed at the 1986 ASCD Annual Conference.

The paper was based just upon the responses of beginning teachers, i.e., teachers in their first or second year of teaching.

Beginning Teachers: Expectations vs. Realities

Ronald N. Marso
Fred L. Pigge
Bowling Green State University

A Paper Presented at the
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Abstract

The primary purpose of this study was to ascertain the extent that 24 working conditions impacted upon the reality shock of four groups (N = 211) of beginning teachers (elementary, secondary, specialized, and special education) who were teaching in three types of schools (rural, urban, and suburban). For only two working conditions were the teachers' reality ratings more positive than their expectations: help from other teachers and teaching being observed by administrators. The beginning secondary teachers experienced more reality shock than did the elementary teachers; teachers employed by urban schools reported much more reality shock than those employed by rural or suburban schools. Suburban teachers appeared to be more disappointed with the rapport and respect of students; special education teachers were more disappointed with the rapport, support, and respect of parents; secondary teachers were more disappointed by the support from other teachers and administrators and parent-teacher conferences; and specialized area teachers were more disappointed with the behavior of students.

Beginning Teachers: Expectations vs. Realities

The transition from student to first-year teacher is traumatic for many and is frequently labeled "transition shock" or "reality shock." Symptoms of this reality shock addressed by researchers have included the identification of typical problems experienced, changes in teaching behavior, shifts in attitudes, changes in personality, and intention to or actually leaving the profession. Hypothesized causes of reality shock encompass personal attributes, professional training inadequacies, and job situational factors (Veenman, 1984). Improper attitudes, unsuitable personality traits, limited capabilities, critical life transition (student to adult, establishing new home and friends, etc.), unrealistic beliefs about teaching, and incorrect career choice have been presented as some common personal contributing factors or causes. Insufficient training, too limited field-type experiences, and substandard selection criteria have been posed as major preparation associated causes of reality shock. School or job situations contributing to the reality shock phenomenon of beginning teachers are characterized by the following: limited administrative support, shortages of instructional materials and equipment, lack of clarity in educational objectives, the cellular isolation of individual classroom social units, teacher role complexity, multiple and conflicting demands on the teacher role, assignment of new staff to more difficult and less desirable classes, responsibilities for subjects in areas of limited training, and overly large classes with limited time for planning.

Theoretical Perspectives

Reality shock has been analyzed from several theoretical perspectives. Fuller (1975) addressed this phenomenon through her empirically-constructed theory of teacher development wherein teaching evolves through a series of concern phases from self-survival concerns, situational (task) concerns, and lastly to concerns of impact upon students. A central thesis of this theory is that appropriately addressing these concerns during preservice and early inservice training should reduce reality shock while increasing feelings of adequacy. Lortie (1975) studied the problems of beginning teachers and associated reality shock from a social-cultural analytical framework. He concluded that the teaching profession, itself, lacks a codified body of knowledge and skills which is further complicated by a transition into the profession that is best characterized as sudden. He further concluded that learning by doing is seen by the profession as the most important aspect of professional development and that socialization to the role of teacher results primarily from the thousands of hours of being a pupil. From this thinking it is concluded that teacher training is viewed as having very little impact on the teaching role. Further complications leading to reality shock from the social-cultural perspective arise from the complex and multiple demands placed on the teacher role in an unsupportive and unrewarding cultural context which, of course, extends through and beyond the transition period.

Others have viewed teacher development from a cognitive framework in which the teacher is viewed as an adult learner with significant mediating cognitive processes varying by age and stage of development (Sprinthall and Thies-Sprinthall, 1983). From this perspective, teachers at later stages of cognitive development respond better to needs of others, perceive classroom problems more broadly, tend to be more flexible and more stress tolerant, use a greater variety of teaching strategies, and are more able to understand and empathize with students. In brief, beginning teachers at different stages of cognitive development are likely to perceive and to respond to classroom settings in different ways.

Problems of Beginning Teachers

Veenman (1984) has provided a recent, major review of the research on beginning teachers which provides insight into the scope and nature of the reality shock phenomenon. He gained an international perspective of this research through selecting and reviewing 83 empirical studies conducted in several countries over the past two decades. The most frequently reported or observed problems of beginning teachers from these studies were ranked as follows: (a) classroom discipline (by far the most serious problem), (b) motivating students, (c) dealing with individual differences, (d) assessing student work, (e) relationships with parents, (f) organization of class work, (g) insufficient materials and supplies, and (h) dealing with problems of individual students. Little differences were found between problems reported by elementary and secondary teachers, by decade in which the research was conducted, by first year or subsequent year(s) of teaching experience, by country in which the study was conducted, or by institution or nature of teacher training program. Within these variations the relative frequency rank among the problems changed somewhat, but the types of problems identified tended to remain the same. He, therefore, concluded that the problems of beginning teachers appear not to be attributable solely to personal-individual characteristics, to situational characteristics of the work place, or to the nature of the teacher training program.

Harrison and Westerman (1974) similarly found that the seven most frequently identified problems of inexperienced teachers were identical to those of more experienced teachers, but the relative ranking in frequency among these seven problems varied somewhat between the two groups. Bruner and Felder (1983) found that many of the reported problems of secondary teachers could be addressed by administrators (i.e., amount of administrative support, school security, and burdensome administrative paperwork). Adams (1982) reported that administrative and parent concerns appeared to increase with years of teaching experience while problems of highest concern (discipline and motivation) did not tend to change over the first five years of teaching experience. He also noted that a contributing factor to the first year reality shock may be that many new teachers are assigned to more difficult and less desirable classes.

New teachers are adamant in stating that their college courses were too theoretical and too impractical while commending the value of realistic field experiences in their training (Applegate & Lasley, 1985; Metzner, Nelson, & Sharp, 1972; Pigge, 1978). Yet, the results of more qualitative approaches to research of problems of new teachers (Childers & Podemski, 1982-83; Gibson, 1976; Lasley, 1980; O'Rourke, 1983) suggest that the new teachers feel that their own initial expectations also contributed to their reality shock. New teachers frequently report that they expected too much of themselves (exemplified by these types of beliefs: I will be able to reach all students. I will not be boring like many of my own teachers. I will be a friend to and like all my students. My own enthusiasm for my subject will be contagious to students.), of their students (Students will be motivated by good lessons. All kids are reachable. Students will appreciate and recognize my extra work and efforts. Students will like and respect me. Kids respond better to trust and acceptance than to management.), and too much of teaching (Teaching is a rewarding experience. We teach students not subjects. Teachers are highly regarded. Teachers have a lot of extra time for family and friends. Teaching is an intellectual challenge. If I know my subject well I will be a good teacher.). High expectations and concern about practical job readiness upon entering a profession long planned and prepared for, in itself, is not unique to teachers. Further, as suggested by Pajak and Black (1982), some initial job entry reality shock might be considered normal and may even be a desired impetus to the development of a professional self in the first and later years of experience.

Review Conclusions

Even a preliminary review of the research and theoretical literature addressing the reality shock experienced by beginning teachers suggests clearly that many factors contribute to the problem. A successful training-induction-mentoring program designed to reduce reality shock will likely have to address (a) the cultural-social support systems of the employing school including appropriate initial class assignment, (b) the life transition needs of the beginning teacher (transition from a student to adult, lost friendships, new personal responsibilities, etc.), (c) the development of a successful mentor relationship, and (d) the provision of field-job orienting experiences including experiences designed to modify and develop a positive but realistic attitude-belief system related to teaching, the profession, and students. Criticisms of or programs addressing only the liberalizing effects of higher education, only the inadequateness of teacher training, only unrealistic beliefs, only the inadequacies of the public schools, only the quality of teacher candidates, or only the mentor-student relationship would appear too limited in scope to fully alleviate the problem of reality shock of beginning teachers.

Problem and Hypotheses

One of the major limitations of the existing research literature noted by Veenman (1984) was that few studies specifically addressed the possible relationships between job related conditions and problems leading to reality shock. The primary purpose of this study was to ascertain the extent that 24 working conditions or job situational factors impacted upon the reality shock of four groups of beginning teachers (elementary, secondary, specialized, and special education) who were teaching in three types of schools (rural, urban, and suburban). The general hypothesis was that there would not be a significant difference between the beginning teachers' prior expectations and their on-the-job reality ratings for the various working conditions (e.g., instructional help/advice/guidance from (a) other teachers, (b) administrators or (c) the recently completed teacher-training program; rapport with and respect of others; workload; pupil behavior; physical facilities; budgetary support; etc.).

Method

As part of an indepth Bowling Green State University spring 1985 follow-up of its recent teacher-education graduates, a total of 406 1983 and 1984 graduates who were about to complete their first or second year of full-time teaching in Ohio were asked to respond to the 24 items which comprised the survey instrument for this study. A total of 211 (52%) useable questionnaires were returned by this group of beginning teachers of whom 97 described their employing school as being rural, 91 as suburban, 19 as urban, and four failed to classify their school. Relative to teaching field, 72 reported their teacher-education program as well as their present teaching assignment to be in special education, 61 in elementary education, 45 in the specialized areas (art, music, home economics, physical education, etc.), and 33 in the content subjects of secondary education. Another important characteristic of this sample is that each of these individuals had completed the expanded field experiences mandated by the State of Ohio in 1975 (300 clock hours of field and clinical experiences required for each teacher-education major, regardless of program).

The survey was sent by mail to each graduate at his/her employing school building and included a statement of confidentiality and a stamped return envelope. Nonrespondents were mailed reminders three weeks after the original mailing. Specific to this study, the beginning teachers were asked to denote their prior expectation and their on-the-job reality ratings for 24 working conditions via a five-point Likert-type scale. The instructions, the response code, and example item number 17 for the instrument follow. The entire list of 24 items as printed on the survey form are presented on Table 1.

> PRIOR EXPECTATIONS AND ON-THE-JOB REALITIES
> Near the end of your college career you probably had some preconceived notions or expectations of the working conditions you would experience as a full-time teacher. The purpose of this section is to determine the difference, if any, between what you expected and what you found.

Please circle the response for your "prior expectations" on the left, your "on-the-job realities" on the right. Response Code:

1	2	3	4	5
Highly Negative	Negative	Average or No Opinion	Positive	Highly Positive

1 2 3 4 5 17. Parent-teacher conferences 1 2 3 4 5

The "expectation" and "reality" means were computed for the total group (N = 211) and for each of the seven subgroups of beginning teachers (four teaching fields and three types of schools). In addition, item mean discrepancies (difference between expectation and reality ratings) were analyzed for statistical significance and were rank ordered for each of the seven subgroups.

Results

A listing of the 24 items which comprised the instrument as well as the expectation (prior) and on-the-job reality (job) rating means for the elementary, secondary, special education, and specialized teachers are presented in Table 1. In addition, the probability values associated with the dependent t-tests used to ascertain whether there were significant differences between each set of expectation and reality means for these four groups of teachers are presented in this table. It may be observed from this data that each teaching group had a higher total (sum of all 24 items) expectation than reality mean. Three of the mean differences are significant at $p < .001$ and one (elementary) significant at the .03 level. Similar data but for the rural, suburban, urban, and the total groups of teachers are presented in Table 2. Each of these sample subgroupings reveal total expectation means significantly greater ($p < .001$) than its reality mean. Thus, the general hypothesis of no difference between the prior expectation and on-the-job reality ratings of the beginning teachers was rejected.

Insert Tables 1 and 2 about here

Highest and lowest expectations and realities. The four highest reported prior expectations for the total sample were: feelings of accomplishment (item 20), rapport with and respect of other teachers (item 7), level of job satisfaction (item 24), and rapport with and respect of students (item 5). The four highest on-the-job realities were: instructional help/guidance/advice from other teachers (items 7, 5, and 1), and rapport with and respect of administrators/supervisors/department heads (item 8).

The two lowest reported expectations (ranks of 23 and 24) for the total group of teachers were also the two lowest on-the-job realities, namely: instructional help/guidance/advice from inservice training (item 3), and budgetary support of teaching area (item 10). There was considerable agreement of the expectation and reality mean item rankings for the total sample as described by the Rho of .69 in Table 2. However, the Pearson r of .29 indicates that only approximately 8% (r^2) of the variance of the total reality scores was associated with the variance of the total expectation scores; this suggests that overall the expectation and reality item responses are relatively independent of one another.

For the total scores of the seven subgroups of teachers, low and mostly positive Pearson correlations were found between the prior expectation and on-the-job reality ratings; the coefficients varied between .23 and .42 on the combined 24 item scale for the seven subgroups with the exception of the secondary teacher subgroup which had a coefficient of -.01 (see Tables 1 and 2). The coefficients between expectations and reality ratings for the total group for each of the 24 individual items varied from -.09 to +.48 with all but six showing a positive direction. The -.09 coefficient was associated with item 16 (Equipment for my teaching area) and the +.48 was for item 9 (Rapport with and respect of community members).

The examination of subgroup means for the combined 24 items (see "Totals" line in Tables 1 and 2) suggests differences in the relative amounts of reality shock that was experienced by the different teachers. It would appear that the differences among the subgroups cannot be explained solely in terms of prior expectations because the expectation subgroup means were more similar than were the reality means and the rather low correlations between the expectation and reality ratings imply a high degree of independence between the two measures. The beginning secondary teachers in the sample experienced more reality shock (mean difference of -11.94) than did the beginning elementary teachers (mean difference of -4.16); teachers employed by urban schools reported much more reality shock (mean difference of -15.42) than those employed by rural or suburban schools (mean differences of -7.74 and -7.32, respectively). Special education and specialized teachers' total mean difference scores were -8.71 and -9.80, respectively.

Analysis of the mean discrepancies. The total group of 211 beginning teachers indicated significant reality shocks for 16 of the 24 working conditions. (A reality shock was defined as having occurred when for any working condition an "on-the-job reality" mean was significantly less ($p < .001$) than the "prior-expectation" mean.) An item rank ordering for the total group of teachers by magnitude of the reality minus expectation mean differences is presented in Table 3. Also presented in Table 3 are the mean discrepancies and their respective ranks for the seven subgroups of teachers.

Insert Table 3 about here

For the total group of teachers, the six items (or working conditions) revealing greatest teacher reality shock are respectively: work load, equipment, inservice training, physical facilities, an environment conducive to professional growth, and the help/guidance from the recently completed college programs. The items showing the lowest discrepancies (and little if any true reality shock) for the combined group of teachers are: rapport and respect from other teachers, administrators, students, and community members; parent-teacher conferences; help and advice from administrators and other teachers; and being observed by administrators.

When teacher responses on individual items were reviewed by type of school or teaching area, considerable agreement in relative ranking of the discrepancies between expectation and reality ratings was found. Of the top six ranked items (for the total group) all were ranked in the top 11 of each of the seven subgroup rankings with the exception of the response of the urban teachers to item three (help and advice from inservice training) which had a rank of 18. This was the only subgroup discrepancy among these top ranked six items that was not sufficiently large to be significant at $p \leq .05$ (see Tables 1 and 2). Thus, it appears that all subgroups of teachers except the urban teachers expected much more of their inservice training than warranted by on-the-job reality. Similarly, Table 3 data show there was considerable agreement among the subgroup rankings for the six items on which the total group showed the least mean discrepancies between expectation and reality ratings. Each of these subgroup discrepancies received rankings between 11 and 24 except for the subgroup rankings for urban and secondary teachers on item 17 (parent-teacher conferences). This item for these two subgroups produced discrepancy ranks of 5.5 and 7, respectively; for each group, the mean difference was significant at $p = .02$ (see Tables 1 and 2). In other words, parent-teacher conferences for these two groups of teachers certainly did not live up to prior expectations.

The review of teacher responses in Table 3 to each individual item by sample subgroup, however, did reveal several discrepancies among relative rankings which lead to the following tentative findings. Relative to type of school (urban, suburban, rural) it appears that: (a) Suburban teachers were more disappointed with the rapport and respect of students. (b) Urban teachers were more disappointed with budget support, job satisfaction, and parent-teacher conferences while less disappointed by inservice training and physical facilities. Relative to teaching field (elementary, secondary, specialized, and special education) it appears that: (a) Special education teachers were more disappointed with the rapport, support, and respect of parents but less disappointed with equipment, facilities, and job satisfaction. (b) Elementary teachers were more disappointed with rapport and respect of students and of other teachers while less disappointed with inservice training. (c) Secondary teachers were more disappointed by the support from other teachers and administrators and parent-teacher conferences while less disappointed with the behavior of students. (d) Specialized area teachers were more disappointed with the behavior of students. The subgroup response differences to many of these individual items may be explained by variations in settings. One might suspect more problems with student behavior among specialized areas (art, music, etc.) where so many students must be worked with on a more limited basis. Urban teachers might be expected to report more problems with budget and parent-teacher conferences. And secondary teachers typically located in larger institutional settings characterized by more cellular class units might be expected to report less support from other teachers and administrators.

It is rather significant to note that only on two items did the total group of teachers reveal an increase rather than a decrease in rating from prior expectations to on-the-job realities. These were on items one (help from other teachers) and 23 (teaching being observed by administrators). Neither of the mean differences for these two items (see Table 2) were sufficiently large to conclude that "reality" was significantly more positive than "expectation" for the total sample of teachers ($p < .001$); however, the positive mean increase from prior to on-the-job ratings for the elementary teacher subgroup on item 23 (see Table 1) was significant. This was the single instance of a positive item mean change from expectations to reality among all comparisons which reached significance at $p < .001$ level. It is interesting to note how the various subgroups responded numerically to these two items: For help from other teachers (item one), six groups had job means higher than expectations, secondary did not; for teaching being observed (item 23), five groups had higher job means, specialized and urban teachers did not.

Discussion

Reality shock appeared to be evident for this sample of beginning teachers despite the fact that these teachers had completed an extensive, mandated 300 clock hour preservice clinical and field experience requirement. Sixteen of the 24 working conditions identified on the survey form revealed significant reality shock for the total group of teachers. This result would appear to lend support to the contention of Veenman (1984) and others who suggest that it is more than a lack of prior field experiences or any other single factor underlying the reality shock phenomenon of beginning teachers.

This group of new teachers, however, revealed that they had realistic prior expectations for several work-related conditions. In this regard, help from others (teachers, administrators, and supervisors), rapport with and respect of others (teachers, administrators, and community members), and parent-teacher conferences appeared to contribute very little if any to the reality shock of these beginning teachers. In general, these new teachers had very realistic prior expectations of working conditions associated with administrators and other teachers (help and advice, rapport and respect, support and encouragement, and being observed by administrators). This suggests, at least relative to contributions of experienced teacher and administrator to the successful transition of students into the teaching profession, that mentor-induction programs would likely be beneficial. Relatedly, the high negative discrepancy for the two items related to inservice training and environment conducive to professional growth would suggest the need for some organized efforts toward mentor-induction programs to counteract these discrepancies. It would appear necessary, however, to caution those designing mentor-induction programs to note that the factor most contributing to the reality shock of these beginning teachers was the job's work and time demands. Thus, mentor-induction programs that markedly add to the work and time demands of beginning teachers might be counter productive.

The more intense problems reported by previous beginning teachers (Veenman, 1984), e.g., classroom discipline, motivating students, job satisfaction, etc., appear to have been only minor or moderate problems for this group of new teachers. This dissimilarity in the rankings of selected problem areas in this study compared to previous studies along with reported good interpersonal relationships with students, other teachers and administrators may suggest a moderately successful professional entrance for this sample of students despite their overly optimistic prior expectations about workloads, equipment, physical facilities, etc. These latter problems may well be less threatening to a successful transition into the profession and more amenable to expanded and structured classroom exercises and/or field experiences during training. Conversely, these differences may reflect no real change in beginning teacher problems but are merely an artifact of the different way the teachers were asked to report on reality shock in this study.

The responses of this sample do indicate that the beginning elementary teachers experienced less reality shock than did the secondary teachers and that those teachers employed by urban schools experience more reality shock than those employed by rural or suburban schools. The data obtained, however, provided little insight into whether these differences were due to differences demanded of teachers at these levels, to the differing demands of different types of schools and their constituencies, to lack of preparation for different types of schools, to the personal differences of individuals seeking or accepting different employments, to differing facilitative support provided by different types of schools, subject or grade levels, or to some combination thereof.

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Table 1

Means of Ratings by Teaching Field Subgroups

Item	Elementary (61)			Secondary (33)			Spec. Educ. (72)			Specialized (45)		
	Prior	Job	$p^\dagger$	Prior	Job	$p^\dagger$	Prior	Job	$p^\dagger$	Prior	Job	$p^\dagger$
Instructional help/ guidance/advice from												
1. Other teachers	4.05	4.41	.03	4.27	4.27	.99	3.99	4.08	.52	4.16	4.29	.49
2. Administrators/ supervisors/department heads	4.07	4.03	.84	3.82	3.76	.85	3.97	3.68	.10	4.02	3.78	.21
3. Inservice training	3.51	3.18	.04	3.55	2.45	.00	3.70	3.17	.00	3.73	2.89	.00
4. College course work/ experiences	4.00	3.62	.00	4.18	3.39	.00	4.17	3.53	.00	4.07	3.66	.01
Rapport with and respect of												
5. Students	4.43	4.44	.86	4.13	4.28	.50	4.24	3.92	.01	4.31	3.87	.00
6. Parents of students	4.15	4.07	.51	3.91	3.63	.22	4.01	3.40	.00	4.09	3.89	.19
7. Other teachers	4.33	4.56	.04	4.25	4.22	.88	4.31	4.18	.28	4.39	4.20	.25
8. Administrators/ supervisors/department heads	4.17	4.30	.23	3.84	3.84	.99	4.14	3.89	.06	4.27	3.93	.05
9. Community members	3.89	3.91	.87	3.41	3.22	.40	3.65	3.41	.01	3.98	3.84	.26
10. Budgetary support for my teaching area	3.62	3.10	.00	3.67	3.06	.05	3.51	3.17	.06	3.55	3.27	.26
Support (and encouragement) of my teaching area from												
11. Parents	3.92	3.92	.99	3.97	3.55	.03	3.89	3.24	.00	3.89	3.60	.05
12. Other teachers	4.21	4.30	.55	4.36	3.79	.00	4.06	3.74	.04	3.93	3.62	.05
13. Administrators	4.23	4.25	.89	4.30	3.73	.04	3.99	3.68	.05	3.98	3.71	.17
14. Community members	3.69	3.54	.16	3.55	3.09	.01	3.55	3.23	.01	3.84	3.59	.08
15. Physical facilities for my teaching area	4.14	3.53	.00	4.00	3.03	.00	3.68	3.32	.05	4.02	3.24	.00
16. Equipment for my teaching area	4.15	3.36	.00	3.91	2.91	.00	3.74	3.30	.02	3.98	3.27	.00
17. Parent-teacher conferences	3.80	3.87	.73	3.72	3.00	.02	3.62	3.52	.57	3.52	3.36	.43

(table continues)

	Elementary (61)			Secondary (33)			Spec. Educ. (72)			Specialized (45	
Item	Prior	Job	$p^{\dagger}$	Prior	Job	$p^{\dagger}$	Prior	Job	$p^{\dagger}$	Prior	Job
18. Scheduling of classes (for class time) to complete desired objectives	4.03	3.51	.00	3.91	3.36	.00	3.70	3.25	.00	3.91	3.51
19. An environment that is conducive to professional growth and development	4.26	3.90	.01	4.03	3.33	.01	4.11	3.41	.00	4.04	3.40
20. Feelings of accomplishment	4.44	4.21	.09	4.27	3.55	.01	4.22	3.74	.00	4.38	3.73
21. Work load (time, energy needed, numbers of pupils, classes, number of preparations, etc.	3.97	3.39	.00	3.67	2.70	.00	3.86	3.13	.00	4.13	3.40
22. Behavior of pupils	3.89	3.62	.08	3.64	3.21	.07	3.76	3.23	.00	3.91	3.16
23. My teaching being observed by administrator(s)	3.89	4.28	.00	3.64	3.79	.65	3.66	3.79	.42	3.96	3.69
24. Level of job satisfaction	4.39	4.05	.01	4.30	3.76	.02	4.18	3.93	.03	4.36	3.73
Totals:	96.80	92.64	.03	94.18	82.24	.00	92.26	83.56	.00	95.89	86.09
r*	.31 ($p < .02$)			-.01 (NS)			.29 ($p < .02$)			.42 ($p < .01$)	
Rho*	.62 ($p < .01$)			.56 ($p < .01$)			.66 ($p < .01$)			.69 ($p < .01$)	

*Pearson r's were computed on teachers' total scores (N's varied from 33 to 72); Spearman Rho's were computed fr

prior and job ranks of the means for the 24 items.

†p values of .00 are to be interpreted as "$<$.001."

Table 2

Means of Ratings by Type of Employing School

	Rural (97)			Suburban (91)			Urban (19)			Total ([illegible]		
Item	Prior	Job	p†	Prior	Job	p†	Prior	Job	p†	Prior	Job	p†
1. Help other teachers	4.07	4.16	.49	4.09	4.31	.06	4.11	4.42	.25	4.09	4.25	.05
2. Help administrators	4.02	3.73	.04	3.93	3.99	.71	3.95	3.37	.19	3.99	3.8[illegible]	.08
3. Help inservice	3.69	3.00	.00	3.57	2.96	.00	3.53	3.11	.10	3.63	3.0[illegible]	.00
4. Help college classes	4.08	3.62	.00	4.11	3.56	.00	4.16	3.21	.00	4.10	3.5[illegible]	.00
5. Rapport students	4.28	4.07	.06	4.29	4.21	.42	4.26	3.84	.13	4.29	4.[illegible]	.01
6. Rapport parents	4.07	3.79	.02	3.97	3.73	.05	4.22	3.28	.01	4.05	3.73	.00
7. Rapport other teachers	4.32	4.29	.74	4.30	4.33	.77	4.32	4.21	.61	4.32	4.3[illegible]	.78
8. Rapport administrators	4.14	4.00	.20	4.11	4.12	.93	4.11	3.39	.06	4.13	4.0[illegible]	.13
9. Rapport community	3.68	3.58	.31	3.78	3.64	.13	3.75	3.38	.05	3.75	3.6[illegible]	.03
10. Budget for teaching	3.62	3.24	.01	3.50	3.16	.03	3.78	2.56	.00	3.57	3.[illegible]	.00
11. Support parents	3.86	3.66	.10	3.96	3.51	.00	3.94	3.06	.03	3.91	3.5[illegible]	.00
12. Support other teachers	4.14	3.84	.02	4.13	3.87	.03	4.00	4.06	.85	4.13	3.8[illegible]	.00
13. Support administrators	4.10	3.87	.05	4.11	3.91	.13	4.00	3.47	.15	4.10	3.8[illegible]	.00
14. Support community	3.61	3.40	.03	3.68	3.39	.00	3.53	2.94	.01	3.65	3.35	.00
15. Physical facilities	4.01	3.25	.00	3.88	3.38	.01	3.79	3.05	.03	3.93	3.3[illegible]	.00
16. Equipment for teaching	4.00	3.24	.00	3.87	3.29	.00	3.94	2.83	.00	3.94	3.[illegible]	.00
17. Parent conferences	3.61	3.65	.84	3.65	3.45	.20	3.89	2.95	.02	3.67	3.5[illegible]	.13
18. Scheduling time	3.91	3.37	.00	3.84	3.49	.00	3.89	3.11	.01	3.88	3.4[illegible]	.00
19. Environment growth	4.11	3.56	.00	4.13	3.60	.00	4.16	3.05	.00	4.13	3.5[illegible]	.00
20. Feelings accomplishment	4.30	3.94	.00	4.35	3.80	.00	4.37	3.58	.02	4.33	3.85	.00
21. Work load	3.86	3.25	.00	3.96	3.16	.00	4.05	3.05	.00	3.92	3.[illegible]	.00
22. Behavior pupils	3.84	3.38	.00	3.81	3.31	.00	3.68	3.00	.05	3.81	3.33	.00
23. Teaching observed	3.84	3.96	.37	3.76	3.90	.34	3.74	3.68	.86	3.79	3.9[illegible]	.18
24. Job satisfaction	4.25	3.92	.01	4.35	3.92	.00	4.42	3.84	.04	4.30	3.9[illegible]	.00
Totals	94.99	87.25	.00	94.20	86.86	.00	94.00	78.58	.00	94.65	86.5[illegible]	.00
r*	.23 (p<.03)			.32 (p<.01)			.32 (NS)			.29 (p<.[illegible])		
Rho*	.67 (p<.01)			.67 (p<.01)			.55 (p<.01)			.69 (p<.[illegible])		

*Pearson r's were computed on teachers' total scores (N's varied from 19 to 211); Spearman Rho's were computed from prior and job ranks of the means for the 24 items.

†p values of .00 are to be interpreted as "<.001."

Table 3

Ranking by Mean Difference Between Expectation and Reality

For the total group, differences between expectation and reality means for the following items were significant at $p < .001$

Item No.	Item Description	Total (211)		By School Type (N)						By Teaching Area (N)							
				Rural (97)		Urban (19)		Suburb. (91)		Elem. (61)		Sec. (33)		Spec.Ed. (71)		Spec. (45)	
		Rank	M*	Rank	M	Rank	M	Rank	M	Rank	M	Rank	M	Rank	M	Rank	M
21	Work load (preparation, class size, etc.)	1	-.72	4	-.61	4	-1.00	1	-.80	3	-.57	3.5	-.97	1	-.73	4	-.73
16	Equipment for my teaching area	2	-.69	1.5	-.76	2.5	-1.11	3	-.57	1	-.79	2	-1.00	10	-.44	5	-.70
3	Help, advice, inservice training	3	-.63	3	-.69	18	-.42	2	-.61	9	-.33	1	-1.09	6	-.54	1	-.84
15	Physical facilities for my teaching area	4	-.62	1.5	-.76	11	-.74	7.5	-.49	2	-.61	3.5	-.97	11	-.35	2	-.78
19	Environment conducive growth	5	-.59	5	-.56	2.5	-1.11	6	-.53	7	-.36	8	-.70	2	-.70	6.5	-.64
4	Help, advice, college courses, etc.	6	-.54	7	-.46	5.5	-.95	4.5	-.56	6	-.38	5	-.79	4	-.64	10	-.41
18	Scheduling of class time for objectives	8	-.48	6	-.54	9.5	-.79	12	-.36	4.5	-.52	12.5	-.55	9	-.45	11	-.40
20	Feelings of accomplishment	8	-.48	10	-.36	9.5	-.79	4.5	-.56	11.5	-.23	6	-.73	8	-.48	6.5	-.64
22	Behavior of pupils	8	-.48	8	-.45	13	-.68	7.5	-.49	10	-.26	15.5	-.42	7	-.53	3	-.76
10	Budgetary support my teaching area	10	-.42	10	-.38	1	-1.22	13	-.33	4.5	-.52	9	-.61	12	-.34	16	-.27
24	Level of job satisfaction	11	-.40	11	-.33	4.5	-.58	10	-.43	8	-.34	17.5	-.55	18	-.25	8	-.62
	Support, encouragement from parents	12	-.34	18	-.20	8	-.89	9	-.44	22	-.00	15.5	-.42	3	-.65	14	-.29

(table continues)

Item No.	Item Description	Total (211)		By School Type (N)						By Teaching Area (N)							
				Rural (97)		Urban (19)		Suburb. (91)		Elem. (61)		Sec. (33)		Spec.Ed. (71)		Spec. (45)	
		Rank	M*	Rank	M	Rank	M	Rank	M	Rank	M	Rank	M	Rank	M	Rank	M
6	Rapport, respect of parents	13	-.32	14	-.28	7	-.94	16	-.23	15.5	-.08	17	-.28	5	-.61	20	-.20
14	Support, encouragement community	14	-.28	16	-.22	16	-.59	14	-.30	13	-.15	13	-.45	14	-.32	18	-.25
13	Support, encouragement administrators	15	-.25	14	-.24	17	-.53	18.5	-.20	20	+.02	9.5	-.58	16	-.31	16	-.27
12	Support, encouragement other teachers	16	-.24	12.5	-.29	23	+.06	15	-.27	15.5	+.08	9.5	-.58	14	-.32	13	-.31
	Mean differences for the total group for the following items were not significant at $p<.001$																
5	Rapport and respect of students	17	-.18	17	-.21	22	-.42	11	-.08	20	+.02	24	+.16	14	-.32	9	-.44
2	Help, advice from administrators	18	-.17	17.5	-.29	14.5	-.58	22	+.05	18	-.03	19	-.06	17	-.29	19	-.24
17	Parent-teacher conferences	19	-.16	23.5	+.03	5.5	-.95	18.5	-.20	17	+.07	7	-.77	22	-.10	22	-.16
9	Rapport, respect community members	20	-.14	21	-.10	19	-.38	20	-.15	20	+.02	18	-.19	20	-.25	23	-.14
8	Rapport, respect administrators	21	-.12	19	-.14	12	-.72	24	+.01	14	+.13	21.5	.00	19	-.26	12	-.34
7	Rapport, respect other teachers	22	-.02	23.5	-.03	21	-.11	23	+.03	11.5	+.23	20	-.03	21	-.13	21	-.18
23	Teaching being observed by administrators	23	+.12	20	+.11	24	-.05	21	+.14	24	+.39	23	+.15	24	+.13	16	-.27
1	Help, advice other teachers	24	+.17	22	+.09	20	+.32	17	+.22	23	+.36	21.5	.00	23	+.10	24	+.13

*Means were obtained by subtracting expectation from on-the-job reality ratings.

The Concerns and Attitudes of Teachers Prepared at BGSU

(This Report is Volume 6 of a 7 Volume Set of
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and Experiences (Based on 552 1980-85 Graduates)

The other six volumes are:

- Volume 1. Teachers' Summary Evaluations of Their BGSU Programs
- Volume 2. Teachers' Evaluations of Selected BGSU Courses and Experiences
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- Volume 7. Teachers' Narrative Suggestions on How BGSU Can Better Prepare Teachers

Report Prepared for the Faculty of the Program Areas
College of Education and Allied Professions
Bowling Green State University

by

Office of Educational Research & Services
Fred L. Pigge, Director

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Foreword

A companion document entitled "Appraisals of the Performances of Teachers Prepared at Bowling Green State University" (OERS; Summer, 1986; 88 pages) was prepared and distributed to program leaders during the first week of September, 1986. This companion report presents evaluative performance summaries from 627 principals or supervisors of teachers who were prepared at BGSU during 1980-85. The primary purpose of this document was to report how BGSU's "products" were perceived to be performing in the field.

On the other hand, the present volume is one of seven that present summaries of how 552 former BGSU students who had one through five years teaching experience evaluated various segments/courses/ experiences of their BGSU teacher education programs. The titles of the present as well as the other six volumes are listed on the cover page of this report.

It should be noted that Section A is the same for each of the seven volumes. The description of the population, respondents, and the questionnaire, three items that are presented in Section A, permit each volume to stand on its own. "New" non-repeating material begins with Section B of each volume.

The Concerns and Attitudes of Teachers
Prepared at BGSU

Overview

This volume presents summaries of how our graduates responded to a teaching concerns questionnaire and also how they responded to an instrument that attempted to measure attitudes toward teaching. The 15 concerns items and the 11 attitude items were presented to the teachers via Section G, page 7, of the follow-up questionnaire.

The first section of this volume (A) presents a copy of the entire questionnaire, and a description of the respondents. The second section (B) will present the teachers' responses to the 15 concerns items and Section C will present the teachers' responses to the 11 attitude items.

Section A

THE QUESTIONNAIRE AND DESCRIPTION OF THE RESPONDENTS

Population

The data in Table 1 indicate that for the five years between 1980 and 1984, inclusive, there were 3,422 graduates of BGSU who were qualified to receive State of Ohio Teaching Certificates. As of October, 1984, 1116 (33%) of these graduates were found to be teaching in the State of Ohio. This search, done by the Computer Services Division of the State Department of Education, keyed in on students' social security numbers furnished by BGSU and utilizing the October 1984 building principal reports.

(Each building principal in the State is required to complete a report listing basic data on each of his/her teachers in October.)

Sample

In April and May, 1985, an eight page evaluative follow-up instrument was mailed to each of these 1116 teachers. A copy of this questionnaire is presented at the end of Section A (page 9). The analyses and summaries of the teachers' (past BGSU students') responses to this questionnaire form the basis for the present document.

Respondents

Data in Table 2 reveal that 552 (49%) of the teachers completed the instrument. One reminder to non-respondents was sent approximately three weeks after the initial mailing.

Combining the information presented in Tables 1 and 2 and, as an illustration, for the English majors, it may be observed from Table 1 that there were 100 English graduates between 1980 and 1984 and 33 (33%) of them were found to be teaching in Ohio during October, 1984. However, in Table 2 and for the English area, it may be observed that 49 questionnaires were sent to these teachers. The 49 graduates in the general English area were derived as follows: Communications (6), English (33), Journalism (6), and Speech (4). Similar groupings were done within other major areas, reducing the 48 specific entries in Table 1 to 18 general categories in Table 2. Findings of the teachers' ratings are presented by these 18 general program areas.

In addition, findings are also tabulated and presented by general teaching field (elementary, secondary education, specialized education and special education), by teaching location (rural, suburban, and urban), and by number of years of teaching experience (1 through 5).

Table 1
Number of 1980 Through 1984 Graduates by Major and Number and Percent Teaching in Ohio as of October, 1984

Major Code	Description	# of Grads 80-84	# 80-84 Grads Teaching in Ohio and Sent Questionnaire	% Working in Ohio
120	American Studies	4	0	0
130 & 135	Art	58	21	36
150,162,165	Business	145	41	28
155	Biology	41	14	34
205	Chemistry	6	3	50
217	Communications	16	6	38
220	Computer Science	11	1	9
225	Distributive Educ	47	17	36
245	Early Childhood	65	13	20
250	Earth Science	9	1	11
270	Elementary Education	810	236	29
274 & 275	P.E.I. (Elem Ed)	51	12	24
280	English	100	33	33
294	Environmental Science	6	1	17
305	French	11	4	36
340	Geography	3	1	33
360	German	7	4	57
405	HPER III	26	3	12
410	HPER II	17	3	18
415	Health	46	5	11
417	PE Plan III	105	32	30
418	PE Plan II	135	23	17
419	PE RH	2	0	0
420	History	25	3	12
440	Home Economics	82	30	37
450	Industrial Education	77	28	36
510	Journalism	11	6	55
540	Library & Ed Media	36	12	33
551 & 550	Math, Computer Sci	95	24	25
591	Music	226	54	24
640	Physics	4	2	50
650	Political Science	7	1	14
670	Psychology	21	2	10
820	Science Comprehensive	19	14	74
840	Social Studies	119	26	22
850	Spanish	22	9	41
852	MSPH/Elem	7	2	29
853	EMR/Elem	93	53	57
854	MSPH/EMR	93	32	34
856	HI/Elem	105	34	32
857	LBD/Elem	412	219	53
858	EMR	37	20	54
859	MSPH	12	3	25
860	Speech	37	4	11
861	LBD	3	1	33
862	Hearing Impaired	2	1	50
863	LBD/EMR/Elem	4	2	50
870	Speech&Hear Therapy	152	60	39
	TOTALS	3422	1116	33%

Table 2

Numbers and Percents of Teacher and Principal Respondents

Major Area	Number of Questionnaires Sent to Teachers and Their Principals	Teachers		Principals	
		Number Received	Percent	Number Received	Percent
1. Art	21	11	52	9	43
2. Business	41	24	59	24	59
3. Dist Educ	17	12	71	9	53
4. Elementary	249	121	49	141	57
5. English	49	27	55	28	57
6. HPE	78	30	38	34	44
7. Home Ec	30	15	50	19	63
8. Ind Educ	28	12	43	18	64
9. Foreign Lang	17	8	47	13	76
10. L.E.M.	12	7	58	10	83
11. Math	25	11	44	20	80
12. Sciences	35	14	40	22	63
13. Music	54	18	33	14	26
14. Social Sci	33	12	36	14	42
15. EMR	112	58	52	70	63
16. H.I.	35	16	46	17	49
17. LBD/Elem	220	126	57	128	58
18. Sph & HrTh	60	30	50	37	62
TOTALS	1116	552	49	627	56

The teachers were also asked questions (Items A6 and A7) about how they would classify the school building in which they were teaching and how they would classify the building(s) where they attended high school. Responses to Item A6 revealed that there were about an equal number of our graduates teaching in rural (44%) and suburban (46%) schools while the other 10% were working in urban buildings. It may be noted that the various special education majors were by far the largest contributors to the number who were teaching in the urban buildings. The responses to Item A7 indicate that approximately half (53%) of the teachers had attended suburban high schools, approximately one-third (34%) rural high schools, and the remaining 13% (N=70) had attended urban high schools.

Teachers' Responses to Items
A6 and A7

SECTION A: Placement and Experience Data

		Responses (In Percents)						
		6. How would your school building be classified?				7. How would the high school you attended be classified?		
Major	N	Rural	Suburban	Urban	N	Rural	Suburban	Urban
1. Art	11	64	36	-	11	55	36	9
2. Business	24	42	46	13	24	46	42	13
3. Dist Ed	12	58	25	17	12	8	75	17
4. Elem	118	49	40	11	120	38	48	14
5. English	27	44	48	7	27	44	48	7
6. HPE	30	40	43	17	30	30	67	3
7. Home Ec	14	50	36	14	15	40	60	-
8. Ind Ed	12	50	50	-	12	50	42	8
9. Fgn Lang	8	50	50	-	8	25	75	-
10. LEM	7	71	29	-	7	43	43	14
11. Math	11	27	73	-	11	55	36	9
12. Sciences	14	64	36	-	14	21	71	7
13. Music	18	72	28	-	18	50	44	6
14. Soc Sci	12	42	58	-	11	27	55	18
15. EMR	58	28	59	14	58	16	60	24
16. H.I.	15	13	67	20	16	19	50	31
17. LBD/Elem	124	40	47	13	124	33	54	13
18. Sph&HrTh	29	52	45	3	30	37	50	13
Total	544	44	46	10	548	34	53	13

Item 10 in the first section (A) of the questionnaire inquired as to the teachers' status regarding a masters degree. The analysis of the teachers' responses to this item revealed that 6% (approximate N of 30-35) of these teachers had their masters degrees, that approximately half (53%) had not taken any courses leading toward an advanced degree and that approximately one-fourth (26%) had taken 1 or 2 courses. Among the additional findings that are presented in relation to Item A10, it may be observed:

1. Teachers with more years of experience had made more progress toward masters degrees.
2. A greater proportion of suburban teachers than rural and urban teacher had their masters degrees.

Relative to the experience patterns of the teachers, the data indicate that there were approximately 95 first-year (17%), 120 second-year (22%), 105 third-year (19%), 105 fourth-year (19%), and 125 (23%) fifth-year teachers who responded to the various questionnaire items.

Item 10
What is your current status regarding a Masters degree?

Major	N	1*	2*	3*	4*	5*	6*
1. Art	11	36	46	-	-	18	-
2. Business	24	58	17	8	-	-	17
3. Dist Ed	12	75	17	-	-	8	-
4. Elem	121	53	27	6	2	3	9
5. English	27	44	22	7	15	11	-
6. HPE	30	63	17	-	7	10	3
7. Home Ec	15	60	20	7	7	7	-
8. Ind Ed	12	67	25	8	-	-	-
9. Fgn Lang	8	75	25	-	-	-	-
10. LEM	7	57	14	-	14	-	14
11. Math	11	64	18	-	9	-	9
12. Sciences	14	43	36	7	7	7	-
13. Music	18	83	6	6	6	-	-
14. Soc Sci	12	50	17	8	8	-	17
15. EMR	58	47	36	7	3	5	2
16. H.I.	16	50	31	6	6	-	6
17. LBD/Elem	126	47	28	6	4	8	8
18. Sph&HrTh	30	53	23	-	10	3	10
Total	552	53	26	5	5	5	6
Teaching Field							
1. Elem	127	54	26	6	2	5	9
2. Sec Ed	71	52	24	6	10	4	4
3. Spec Ed	230	48	30	5	5	6	7
4. Specialize	123	63	20	4	4	5	5
Teaching Location							
1. Rural	241	58	29	3	3	5	3
2. Suburban	248	48	23	7	5	6	11
3. Urban	54	53	27	6	7	6	2
Yrs. Taught?							
1. 1	94	82	12	1	-	-	5
2. 2	121	65	26	3	2	1	3
3. 3	105	51	34	3	5	4	3
4. 4	104	36	29	11	8	7	11
5. 5	123	36	26	7	7	14	10

*1. Have not taken any courses
*2. Have taken 1 or 2 courses
*3. About 1/4 done
*4. About 1/2 done
*5. About 3/4 done
*6. Have a Masters degree

Bowling Green State University

College of Education
Office of Research and Services
Suite 310 Education Building
Bowling Green, Ohio 43403
(419) 372-0151, Ext. 274
Cable: BGSUOH

Spring, 1985

TO: Recent Graduates
College of Education
BGSU

Dear Teacher Graduate:

Faculty and staff in the College of Education often ask ourselves questions like, "Just how well have we prepared our graduates for teaching?" 'How valuable are some of the required courses?" "Are we emphasizing needed competencies?" The purpose of this correspondence is for assistance in helping us arrive at answers to these questions.

Please take a few minutes to give us your honest reactions to the questions posed on the accompanying questionnaire. This questionnaire is being sent to recent BGSU graduates (1980-84) who are teaching in the State of Ohio. After analyzing your responses and summarizing your comments, we will be in a better position than we are now to make plans for improving our teacher education programs.

There are three primary reasons why the College of Education conducts follow-up evaluative endeavors approximately every fourth or fifth year:

1. We desire to know what graduates think of the courses, projects and experiences in which they were required to enroll.
2. The responses, as a total group and by each major, should suggest specific and worthwhile changes and revisions in our curriculums.
3. The Ohio State Department of Education and various regional and national accrediting agencies demand that evaluative follow-up studies of past teacher education graduates be completed at periodic intervals and that the results be utilized to promote better and stronger programs.

Please be assured that your responses will remain anonymous. Only summary tabulations by years of experience, teaching areas, or other groupings will be presented to our faculty and to the accrediting agencies. When your responses have been coded onto computer tape, this questionnaire will be destroyed. Under no circumstances will your responses be known to any of our faculty or used to your betterment or detriment.

We realize this somewhat lengthy form will take several minutes for you to conscientiously complete. In debating whether to use a short form or a longer questionnaire, the faculty concluded that the present form would permit you to give us more valuable information and insights and should thus be used in gathering data for planning purposes. Needless to say, WE ARE APPRECIATIVE OF YOUR COOPERATION IN COMPLETING THIS FORM.

If at all possible, please return the completed form via the enclosed pre-addressed, postage-paid envelope within 10 to 14 days of its receipt.

Sincerely yours,

Fred Pigge

Fred L. Pigge, Director
Educational Research & Services

P.S. Be sure to read item 5 on the last page.

1 _ _ _ _
1 2 3 4 5

AN APPRAISAL OF MY PREPARATION AS A TEACHER AT BOWLING GREEN STATE UNIVERSITY

There are several sections to this questionnaire. Section A asks for personal data, such as name, major, where you are teaching, etc. Other sections consist o questions which, for example, will permit you to "evaluate" your experience at BGSU. (Ignore the numbers in parentheses, they are for data entry use only.)

SECTION A: Placement and Experience Data

1. Name ____________________ Social Security Number __________ (6-14)

_____ (18)

2. Undergraduate Major(s) ________________ (15-17) Minor(s) ____________ (19-21)

3. Grades or Subjects Taught During Student Teaching ________________ (22-24)

4. Grades or Subjects Taught This Year ________________ (25-27)

5. Employing School District ________________
name
____
address
____

6. In your opinion, how would your school building be classified?

_____ 1. Rural _____ 2. Suburban (includes small cities) _____ 3. Urban (large cities over 50,000) (28)

7. In your opinion, how would the high school you attended be classified? (29)

_____ 1. Rural _____ 2. Suburban _____ 3. Urban

8. Including the present year, how many years have you taught? _____ yrs. (30)

9. When did you graduate from BGSU? 19 _____ (31-32)

10. What is your current status regarding a Masters degree? (33)

_____ 1. Have not taken any courses.
_____ 2. Have taken 1 or 2 courses.
_____ 3. About ¼ done.
_____ 4. About ½ done.
_____ 5. About ¾ done.
_____ 6. Have a Masters degree.

11. What grade would you give the teacher education training you received at BGSU? (34)

_____ 1. A
_____ 2. B
_____ 3. C
_____ 4. D.
_____ 5. F (Fail)
_____ 6. Don't know

12. (Optional) What, to the best of your memory, was your final overall undergraduate grade-point average at BGSU? (35)

_____ 1. 2.00 - 2.24
_____ 2. 2.25 - 2.49
_____ 3. 2.50 - 2.74
_____ 4. 2.75 - 2.99
_____ 5. 3.00 - 3.24
_____ 6. 3.25 - 3.49
_____ 7. 3.50 - 3.74
_____ 8. 3.75 - 4.00

SECTION B: Courses and Experiences

1. Please circle the numeral which indicates your rating of the value of each of these courses or experiences in your preparation to become a teacher.

	Courses	**Highly Valuable**	**Valuable**	**Of Moderate Value**	**Of Little Value**	**Of No Value**	**Not Required In My Program**	
A.	Exploring the Profession (EDFI/CI 202, PEP 247 or 233, MUED 240, etc. — the introductory education course — regardless of teaching area)	5	4	3	2	1	0	(36)
B.	Educational Psychology (EDFI 302)	5	4	3	2	1	0	(37)
C.	Methods course (or methods sequence if elementary, special education or foreign language) Examples are: Secondary Methods; Math and Science Methods; and other "How to Courses"	5	4	3	2	1	0	(38)
D.	Reading in the Content Area (EDCI 360)	5	4	3	2	1	0	(39)
E.	Educational Media (LEM 301)	5	4	3	2	1	0	(40)
F.	Exceptional Child in Regular Classroom (EDSE 311)	5	4	3	2	1	0	(41)
G.	Adaptive Physical Education (PEP 433)	5	4	3	2	1	0	(42)
H.	Assessment and Evaluation in Education (Test and Measurements) (EDFI 402)	5	4	3	2	1	0	(43)
I.	Assessment and Evaluation in Physical Education (Tests and Measurements (PEP 402)	5	4	3	2	1	0	(44)
J.	Education in a Pluralistic Society (EDFI 408)	5	4	3	2	1	0	(45)
K.	Organization and Administration of Education in American Society (EDAS 409)	5	4	3	2	1	0	(46)
	Field Experience							
L.	Student Teaching	5	4	3	2	1	0	(47)
M.	Student Teaching Seminars	5	4	3	2	1	0	(48)
N.	Field Experiences Related to EDCI/FI 202 or other such courses (see "A" above)	5	4	3	2	1	0	(49)
O.	All other field experiences you may have taken, such as MEP, Methods Observations, MUED 340, etc. If possible, list the experience(s) you are rating________________ ________________	5	4	3	2	1	0	(50)

2. Please check the one answer you consider most appropriate.

A. BGSU gave me very early in my studies an adequate orientation to teacher education, e.g., career options, employment potential, working conditions and expectations, salaries, etc. (circle numeral)

5	5	3	2	1	(51)
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	

B. The number of courses or credits required for my **major** (Non-education courses, such as English courses for English majors; math courses for math majors; HPER non-methods courses for HPER majors; music performance, applied studies, music history and composition courses for music majors; etc.) was:

________ 1. too large or too many
________ 2. too small or too few (52)
________ 3. about right

C. The content of the courses covered in "B" above was:

________ 1. very relevant to the needs of the teachers
________ 2. moderately relevant to the needs of teachers (53)
________ 3. largely irrelevant to the needs of teachers

D. The content of the courses covered in "B" above was:

________ 1. too broad and general for the needs of teachers
________ 2. too narrow and specialized; too indepth
________ 3. well balanced to provide both the necessary breadth and depth (54)

E. The number of credits or courses required in the **professional component** (commonly called "the education courses" — examples are: the courses listed at the beginning of this Section B (EDFI/CI 202, Ed Psy, Student Teaching, etc., MUED courses such as 240, 340, 359 and other required education courses for music majors, etc.) was:

________ 1. too large or too many
________ 2. too small or too few (55)
________ 3. about right

F. The content and experiences making up the professional component (described in E above) were:

________ 1. generally well suited to preparation of a teacher
________ 2. somewhat suited to preparation of a teacher (56)
________ 3. of very little real contribution to preparation of a teacher

SECTION C: Your Perceived Need for and Proficiency in Selected Competencies — Also, Where were These Proficiencies Developed?

Presented below are descriptions of 28 competency areas. In the first column **(NEED)**, please indicate by circling the appropriate numeral your need for possessing each competency in carrying out your teaching functions. In the second column **(PROFICIENCY)**, please denote an estimate of your classroom proficienc for each competency. Finally, in the third column **(WHERE DEVELOPED?)**, please denote, in order, the one, two or three areas or experiences that contributed most to your noted proficiency.

For the **WHERE DEVELOPED?** column, please choose from among these nine areas or experiences:

Code	**Possible Contributors**
1	— Pre-student teaching field experience
2	— Student Teaching
3	— Clinical Laboratory (2nd floor of Education Building)
4	— Other course work and experience at BGSU
5	— First year teaching experience
6	— Teaching experience after first year
7	— Inservice training
8	— Other teachers
9	— Supervisors and/or administrators

An illustrative example:

Need					**Proficiency**					**Where Developed?**		
High		**Ave**		**Low**	**High**		**Ave**		**Low**	**Most**	**2nd Most**	**3rd Most**
[✓ 5]	4	3	2	1	5	[✓ 4]	3	2	1	2	4	5

For item 1 below, "Your ability to prepare and develop lesson plans and teaching units," a teacher may have circled a 5 under **NEED** to show that she had a high need for this competency, may have circled 4 for a **PROFICIENCY** rating, and under **"WHERE DEVELOPED?"** may have put, in order **2 4 5.** She is telling us that she credits "student teaching" (code 2) as the most important contributing experience to her proficiency in this area, that she thought "other course work and experience at BGSU" (code 4) contributed 2nd most and that "first year teaching experience" (code 5) was the third greatest contributing cause to her proficiency in developing lesson plans and teaching units. At times it may be difficult for you to list more than one or two areas which were the primary contributing causes for a certain proficiency level; in this case please feel free to leave the third and/or the second space(s) blank.

Your Ability to: **COMPETENCIES**	To be successful in your job, what is your **NEED** for this competency? High		Average		Low	An Estimate of Your Classroom **PROFICIENCY** in this Area High		Average		Low	**WHERE DEVELOPED?** Most	2nd Most	3rd Most	
1. Prepare and develop lesson plans and teaching units	5	4	3	2	1	5	4	3	2	1	____	____	____	(57-61)
2. Deal with pupil behavior problems	5	4	3	2	1	5	4	3	2	1	____	____	____	(62-66)
3. Select, prepare, and effectively utilize educational media	5	4	3	2	1	5	4	3	2	1	____	____	____	(67-71)
4. Analyze and evaluate your teaching performance skills	5	4	3	2	1	5	4	3	2	1	____	____	____	(72-76)
													2 (1) ___ (2) ___ (3)	___ (4) ___ (5)
5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils	5	4	3	2	1	5	4	3	2	1	____	____	____	(6-10)
6. Diagnose pupil problems (via testing instruments, observational techniques, etc.)	5	4	3	2	1	5	4	3	2	1	____	____	____	(11-15)
7. (After diagnosis)... make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes	5	4	3	2	1	5	4	3	2	1	____	____	____	(16-20)
8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(21-25)
9. Motivate student achievement via modeling, reinforcement, provision of success experience, appeal to student interests, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(26-30)
10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(31-35)
11. Teach reading in your grade or subject area	5	4	3	2	1	5	4	3	2	1	____	____	____	(36-40)
12. Prepare teacher made tests and evaluate/report pupil progress	5	4	3	2	1	5	4	3	2	1	____	____	____	(41-45)
13. Understand and utilize standardized tests	5	4	3	2	1	5	4	3	2	1	____	____	____	(46-50)
14. Communicate effectively with parents and students regarding student progress	5	4	3	2	1	5	4	3	2	1	____	____	____	(51-55)

13.

	Your Ability to: COMPETENCIES	To be successful in your job, what is your NEED for this competency?					An Estimate of Your Classroom PROFICIENCY in this Area					WHERE DEVELOPED?			
		High		Average		Low	High		Average		Low	Most	2nd Most	3rd Most	
15.	Be aware of the possible parallels and inconsistencies between your views or beliefs of the aims and goals of education and those of your school	5	4	3	2	1	5	4	3	2	1	___	___	___	(56-60)
16.	Resolve the conflicts between your philosophical views and the actual day-to-day operations of your school	5	4	3	2	1	5	4	3	2	1	___	___	___	(61-65)
17.	Understand the major principles of school law as they apply to areas such as due process, contracts, teaching liability, corporal punishment, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(66-70)
18.	Understand the major principles of school law as they relate to community/board/administration/staff relations, the local and state governance of the school, school finances, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(71-75)
19.	Develop instructional objectives and strategies for a multicultural classroom setting; e.g., to accent ethnic awareness, development of positive inter-and-intra-group relations, development of teaching strategies based on due regard for bilinguality, etc.	5	4	3	2	1	5	4	3	2	1	___	___	___	(76-80)

3 (1) ___ (2) ___ (3) ___ (4) ___ (5)

20.	Use classroom time effectively	5	4	3	2	1	5	4	3	2	1	___	___	___	(6-10)
21.	Apply effective questioning/thinking skills	5	4	3	2	1	5	4	3	2	1	___	___	___	(11-15)
22.	Establish teachable moments, i.e., establish situation where everything "jells"	5	4	3	2	1	5	4	3	2	1	___	___	___	(16-20)
23.	Teach physical education in your grade or subject area	5	4	3	2	1	5	4	3	2	1	___	___	___	(21-25)
24.	Teach music at your grade level	5	4	3	2	1	5	4	3	2	1	___	___	___	(26-30)
25.	Teach art at your grade level	5	4	3	2	1	5	4	3	2	1	___	___	___	(31-35)
26.	Encourage and facilitate the development of children's social skills and enhanced self-concepts	5	4	3	2	1	5	4	3	2	1	___	___	___	(36-40)
27.	Adequately challenge your gifted/talented students	5	4	3	2	1	5	4	3	2	1	___	___	___	(41-45)
28.	Adequately teach handicapped pupils who have been or may be "mainstreamed" into your classroom	5	4	3	2	1	5	4	3	2	1	___	___	___	(46-50)

SECTION D: Academic and Career Advising at BGSU (Circle your response)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	Did Not Use	
1.	How do you feel about the quality of advising from your assigned faculty advisor?	5	4	3	2	1	0	(51)
2.	... advice and guidance from the Program Advisement Center on the 3rd floor of the Education Building?	5	4	3	2	1	0	(52)
3.	Advice from individual professors you might have sought out?	5	4	3	2	1	0	(53)
4.	How do you feel in a general sense about the quality of overall career (job) advising services that were available to you?	5	4	3	2	1	0	(54)
5.	Please rate the services of the Career and Placement Center in helping you find a teaching position.	5	4	3	2	1	0	(55)

SECTION E: Instructional Materials at BGSU

1. Please rate the materials and services of the INSTRUCTIONAL MEDIA CENTER (facilities located on the 1st and 2nd floors of the Education Building).

Did you use the Center? ______ yes; ______ no. (If "No," skip to #2; if "yes", please answer A-G below.) (56)
(1) (2)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A.	Hours of accessibility	5	4	3	2	1	(57)
B.	Workshop facilities where you could prepare new instructional materials or copy existing materials	5	4	3	2	1	(58)
C.	Availability of materials	5	4	3	2	1	(59)
D.	Usage regulations	5	4	3	2	1	(60)
E.	Helpfulness of staff	5	4	3	2	1	(61)
F.	Relation to coursework	5	4	3	2	1	(62)
G.	Relation to the learning of teaching skills	5	4	3	2	1	(63)

SECTION E continued

2. Please rate the materials and services of the CURRICULUM LIBRARY (located in the Library).

Did you use the Curriculum Library? _____ (1) yes; _____ (2) no. (If "No," skip to #3; if "yes," please answer A - J below.) (64)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A.	Hours of accessibility	5	4	3	2	1	(65)
B.	Workshop facilities where you could prepare new instructional materials or copy existing materials	5	4	3	2	1	(66)
C.	Various media, such as maps, globes, charts, pictures, films, video/audio tapes, recordings, etc.	5	4	3	2	1	(67)
D.	Examples of courses of study and teaching units	5	4	3	2	1	(68)
E.	Examples of books commonly used in the elementary and secondary schools	5	4	3	2	1	(69)
F.	Availability of materials	5	4	3	2	1	(70)
G.	Usage regulations	5	4	3	2	1	(71)
H.	Helpfulness of staff	5	4	3	2	1	(72)
I.	Relation to course work	5	4	3	2	1	(73)
J.	Relation to the learning of teaching skills	5	4	3	2	1	(74)

4				
(1)	(2)	(3)	(4)	(5)

3. Please rate the materials and services of the CLINICAL LAB (located on the second floor of the Education Building).

Did you use the Clinical Lab? _____ (1) yes; _____ (2) no. (If "No," go to Section F; if "Yes," please answer A-F below.) (6)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A.	Hours of accessibility	5	4	3	2	1	(7)
B.	Various media and materials	5	4	3	2	1	(8)
C.	Helpfulness of staff	5	4	3	2	1	(9)
D.	Availability of materials	5	4	3	2	1	(10)
E.	Relation to course work	5	4	3	2	1	(11)
F.	Relation to the learning of teaching skills	5	4	3	2	1	(12)

SECTION F. Prior Expectations and On-The-Job Realities

Near the end of your college career you probably had some preconceived notions or expectations of the working conditions you would experience as a full-time teacher. The purpose of this section is to determine the difference, if any, between what you expected and what you found.

Response Code:	1	2	3	4	5
	Highly Negative	Negative	Average or No Opinion	Positive	Highly Positive

Please circle the responses for your "prior expectations" on the left, your "on-the-job realities" on the right.

	Prior Expectations					Conditions/Environment	What you found or on-the-job-reality					
	Negative				Positive		Negative				Positive	
						1. Instructional help/guidance/advice from						
(13)	1	2	3	4	5	A. Other teachers	1	2	3	4	5	(30)
(14)	1	2	3	4	5	B. Administrators/Supervisors/Department Heads	1	2	3	4	5	(31)
(15)	1	2	3	4	5	C. Inservice Training	1	2	3	4	5	(32)
(16)	1	2	3	4	5	D. College course work/experiences	1	2	3	4	5	(33)
						2. Rapport with and respect of						
(17)	1	2	3	4	5	A. Students	1	2	3	4	5	(34)
(18)	1	2	3	4	5	B. Parents of students	1	2	3	4	5	(35)
(19)	1	2	3	4	5	C. Other teachers	1	2	3	4	5	(36)
(20)	1	2	3	4	5	D. Administrators/Supervisors/Department Heads	1	2	3	4	5	(37)
(21)	1	2	3	4	5	E. Community members	1	2	3	4	5	(38)
(22)	1	2	3	4	5	3. Budgetary support for my teaching area	1	2	3	4	5	(39)
						4. Support (and encouragement) of my teaching area from						
(23)	1	2	3	4	5	A. Parents	1	2	3	4	5	(40)
(24)	1	2	3	4	5	B. Other teachers	1	2	3	4	5	(41)
(25)	1	2	3	4	5	C. Administrators	1	2	3	4	5	(42)
(26)	1	2	3	4	5	D. Community members	1	2	3	4	5	(43)
(27)	1	2	3	4	5	5. Physical facilities for my teaching area	1	2	3	4	5	(44)
(28)	1	2	3	4	5	6. Equipment for my teaching area	1	2	3	4	5	(45)
(29)	1	2	3	4	5	7. Parent-teacher conferences	1	2	3	4	5	(46)

SECTION F continued

	Prior Expectations					Conditions/Environment	What you found or on-the-job-reality					
	Negative				Positive		Negative				Positive	
(47)	1	2	3	4	5	8. Scheduling of classes (or class time) to complete desired objectives	1	2	3	4	5	(54)
(48)	1	2	3	4	5	9. An environment that is conducive to professional growth and development	1	2	3	4	5	(55)
(49)	1	2	3	4	5	10. Feelings of accomplishment	1	2	3	4	5	(56)
(50)	1	2	3	4	5	11. Work load (time, energy-needed, numbers of pupils, classes, number of preparations, etc.)	1	2	3	4	5	(57)
(51)	1	2	3	4	5	12. Behavior of pupils	1	2	3	4	5	(58)
(52)	1	2	3	4	5	13. My teaching being observed by administrator(s).	1	2	3	4	5	(59)
(53)	1	2	3	4	5	14. Level of job satisfaction	1	2	3	4	5	(60)

SECTION G. Concerns and Attitudes*

1. For the following items, please consider yourself "concerned" about a thing **if you think about it frequently and would like to do something about it personally.** You are not concerned about a thing simply because you believe it is important — if it seldom crosses your mind, or you are satisfied with the current state of affairs, do not say you are concerned about it. You may be concerned about things you are not currently dealing with, but only if you anticipate dealing with them and frequently think about them from this point of view. IN SHORT, YOU ARE CONCERNED ABOUT IT IF YOU OFTEN THINK ABOUT IT AND WOULD LIKE TO DO SOMETHING ABOUT IT.

5				
(1)	(2)	(3)	(4)	(5)

Read each statement, then ask yourself:

WHEN I THINK ABOUT MY TEACHING,
HOW MUCH AM I CONCERNED ABOUT THIS?

1 = Not concerned
2 = A little concerned
3 = Moderately concerned
4 = Very concerned
5 = Extremely concerned

		Please Circle					
		Not Concerned				Extremely Concerned	
A.	Lack of instructional materials	1	2	3	4	5	(6)
B.	Feeling under pressure too much of the time	1	2	3	4	5	(7)
C.	Doing well when a superior is present	1	2	3	4	5	(8)
D.	Meeting the needs of different kinds of students	1	2	3	4	5	(9)
E.	Too many noninstructional duties	1	2	3	4	5	(10)
F.	Diagnosing student learning problems	1	2	3	4	5	(11)
G.	Feeling more adequate as a teacher	1	2	3	4	5	(12)
H.	Challenging unmotivated students	1	2	3	4	5	(13)
I.	Being accepted and respected by professional persons	1	2	3	4	5	(14)
J.	Working with too many students each day	1	2	3	4	5	(15)
K.	Guiding students toward intellectual and emotional growth	1	2	3	4	5	(16)
L.	Whether each student is getting what he/she needs	1	2	3	4	5	(17)
M.	Getting a favorable evaluation of my teaching	1	2	3	4	5	(18)
N.	The routine and inflexibility of the teaching situation	1	2	3	4	5	(19)
O.	Maintaining the appropriate degree of class control	1	2	3	4	5	(20)

2. Please circle the numeral which describes the degree of your agreement or disagreement to each of the attitudinal statements. There are, of course, no right or wrong answers. Please respond truthfully. The numerical code is:

1 = Strongly disagree
2 = Moderately disagree
3 = Slightly disagree
4 = Slightly agree
5 = Moderately agree
6 = Strongly agree

		Strongly Disagree					Strongly Agree	
A.	Teaching is about the best job that I can think of	1	2	3	4	5	6	(21)
B.	There are a lot of advantages to teaching	1	2	3	4	5	6	(22)
C.	I don't care for the work of a teacher	1	2	3	4	5	6	(23)
D.	Teaching would be a wonderful occupation for anyone	1	2	3	4	5	6	(24)
E.	Teaching may be all right for some people but not for me	1	2	3	4	5	6	(25)
F.	I am not convinced of the importance of a teaching career	1	2	3	4	5	6	(26)
G.	Teaching, as a career, is not worth the sacrifice of going to college, the long hours of work and the low pay	1	2	3	4	5	6	(27)
H.	I enjoy teaching	1	2	3	4	5	6	(28)
I.	Teaching is as good a job as any	1	2	3	4	5	6	(29)
J.	There are more advantages than disadvantages to teaching as a career	1	2	3	4	5	6	(30)
K.	I would be willing to take any job related to teaching	1	2	3	4	5	6	(31)

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*Concerns checklist adapted from work of F. F. Fuller as reported by A. George, R&D Center, U. of Texas, 1978. Attitude scale due to work of Merwin and DiVesta J. *Counsel Psychol* (Vol 6). 302-08

SECTION H. Summary

(Please circle or check your answers.)

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	(32)
1. I was adequately prepared at BGSU as an entry level teacher.	6	5	4	3	2	1	

2. Excluding possible leaves of absences, how long do you plan to teach? (33)

_______ 1. This is my last year!
_______ 2. Two or three more years.
_______ 3. Maybe 5 more years.
_______ 4. Maybe 10 more years.
_______ 5. Fifteen or 20 more years.
_______ 6. Until I retire.

3. Use this space to expand upon or comment on any of your previous ratings.

4. How can we better prepare teachers in your area of specialization? (If possible, give specific suggestions.)

5. We plan to select at random some principals of our 1980-84 graduates and ask them to respond to questions related to the teacher education program at BGSU and to the success of its graduates. If you have any objections to our contacting your principal about our program and the comparative success of its graduates, please so state below:

Section B

THE CONCERNS OF TEACHERS PREPARED AT BGSU

Fuller's* concerns are viewed as perceived problems or worries about teaching and are measured by her Teacher Concerns Questionnaire. The form of the questionnaire used in the present study consisted of 15 items divided into three subscales, self, task, and impact. Each of the 5 items in each subscale is answered on a continuum from 1 (not concerned) to 5 (extremely concerned). Fuller's model indicates that beginning education students are very concerned about themselves (self), when they develop more, their concerns are turned to the teaching tasks. The last stage centers around their concerns about their impact on their pupils.

The 15 concerns items and an indication of the classification of each (self, task, impact) are presented on the following page.

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*Fuller, F. F. (1969). Concerns of teachers: A developmental conceptualization. American Education Research Journal, 6, 207-226.

Fuller, F. F., & Brown, O. H. (1975). Becoming a teacher. In K. Ryan (Ed.), Teacher Education (Seventy-fourth Yearbook of the National Society for the Study of Education). Chicago: University of Chicago Press.

Fuller, F. F., & Manning, B. A. (1973). Self-confrontation: A conceptualization for video playback in teacher education. Review of Educational Research, 43, 469-528.

George, A. A. (1978). Measuring self, task, and impact concerns: A manual for use of the teacher concerns questionnaire. The Research and Development Center for Teacher Education, The University of Texas at Austin, 92 pp.

Teacher Concerns Checklist

For the following items, please consider yourself "concerned" about a thing **if you think about it frequently and would like to do something about it personally.** You are not concerned about a thing simply because you believe it is important — if it seldom crosses your mind, or you are satisfied with the current state of affairs, do not say you are concerned about it. You may be concerned about things you are not currently dealing with, but only if you anticipate dealing with them and frequently think about them from this point of view. IN SHORT, YOU ARE CONCERNED ABOUT IT IF YOU OFTEN THINK ABOUT IT AND WOULD LIKE TO DO SOMETHING ABOUT IT.

Read each statement, then ask yourself:

WHEN I THINK ABOUT MY TEACHING,
HOW MUCH AM I CONCERNED ABOUT THIS?

1 = Not concerned
2 = A little concerned
3 = Moderately concerned
4 = Very concerned
5 = Extremely concerned

T → Task
S → Self
I → Impact

Please Circle

			Not Concerned				Extremely Concerned
A.	Lack of instructional materials	T	1	2	3	4	5
B.	Feeling under pressure too much of the time	T	1	2	3	4	5
C.	Doing well when a superior is present	S	1	2	3	4	5
D.	Meeting the needs of different kinds of students	I	1	2	3	4	5
E.	Too many noninstructional duties	T	1	2	3	4	5
F.	Diagnosing student learning problems	I	1	2	3	4	5
G.	Feeling more adequate as a teacher	S	1	2	3	4	5
H.	Challenging unmotivated students	I	1	2	3	4	5
I.	Being accepted and respected by professional persons	S	1	2	3	4	5
J.	Working with too many students each day	T	1	2	3	4	5
K.	Guiding students toward intellectual and emotional growth	I	1	2	3	4	5
L.	Whether each student is getting what he/she needs	I	1	2	3	4	5
M.	Getting a favorable evaluation of my teaching	S	1	2	3	4	5
N.	The routine and inflexibility of the teaching situation	T	1	2	3	4	5
O.	Maintaining the appropriate degree of class control	S	1	2	3	4	5

*Concerns checklist adapted from work of F. F. Fuller as reported by A. George, R&D Center, U. of Texas, 1978

Fifteen pages of tables that relate to these concerns items are presented subsequently in this section. These 15 tables will present: (1) How teachers in each of 18 program areas responded to the concerns items, (2) How teachers in each of four teaching fields responded, (3) How teachers in each of three teaching locations responded, and (4) How teachers with varying years of teaching experience responded.

Table 3 presents a summary of the overall means (and their ranks) for the 15 concerns items. Data presented in this table reveal that the top 5 concerns were all related to Impact of teachers, the next 5 concerns (ranks 6 through 10) were all related to Self, and the lowest 5 concerns were all related to the Tasks of teaching. This could well be looked upon as a positive evaluation of our training programs, i.e., our teachers are no longer unduly concerned about the tasks of teaching.

Table 3

Means and Ranks of the Concerns Items

Item	Type	Mean	Ranks		
A	Task	2.92			12
B	Task	3.03			11
C	Self	3.08		9	
D	Impact	3.81	3		
E	Task	2.79			13
F	Impact	3.37	5		
G	Self	3.28		7	
H	Impact	3.86	2		
I	Self	3.05		10	
J	Task	2.76			14
K	Impact	3.56	4		
L	Impact	3.90	1		
M	Self	3.19		8	
N	Task	2.54			15
O	Self	3.33		6	

The item for which these teachers reported the most concern was: L. Whether each student is getting what he/she needs (mean = 3.90). The item for which they reported the least concern was: N. The routine and inflexibility of the teaching situation (mean = 2.54).

The teachers' summaries to the concerns items are presented on the next 15 pages. A small sampling of the findings presented on these pages follow:

1. English and music teachers, compared to other majors, feel under pressure a greater extent of the time. (Item B -- means of 3.74 and 3.56.
2. Special education teachers tend to be more concerned about meeting the needs of different kinds of students (Item D, mean = 4.16) and the secondary teachers the least concerned (mean = 3.25).

3. Math teachers tend to be somewhat unconcerned about diagnosing student learning problems (Item F, mean = 2.55) and Hearing Impaired teachers very concerned (mean = 4.06).
4. Specialized teachers tend to be somewhat more concerned than teachers in other fields regarding the obtaining of favorable evaluations of their teaching (Item M, mean = 3.34 compared to means of 3.18, 3.10, and 3.15).
5. Specialized teachers tend to be more concerned about maintaining the appropriate degree of class control than teachers in the other fields (Item O), mean = 3.71 compared to means of 3.20, 3.49, and 3.13).

SECTION G
Concerns and Attitudes

SECTION G #/: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?
A. Lack of instructional materials.

Major	N	Responses (In Percents) 1 Not Concerned	 2	 3	 4	 5 Extremely Concerned	Mean
1. Art	9	22	11	22	44	-	2.89
2. Business	24	13	8	42	33	4	3.08
3. Dist Ed	12	25	17	8	33	17	3.00
4. Elem	121	17	18	28	26	11	2.94
5. English	27	19	33	19	15	15	2.74
6. HPE	29	21	14	31	28	7	2.86
7. Home Ec	15	13	13	47	27	-	2.87
8. Ind Ed	12	-	17	25	33	25	3.67
9. Fgn Lang	8	13	13	13	38	25	3.50
10. LEM	7	14	14	29	29	14	3.14
11. Math	11	9	46	27	9	9	2.64
12. Sciences	15	-	40	13	33	13	3.20
13. Music	18	28	11	44	11	6	2.56
14. Soc Sci	12	42	25	8	17	8	2.25
15. EMR	58	16	14	16	38	17	3.28
16. H.I.	17	6	24	18	35	18	3.35
17. LBD/Elem	124	20	28	20	18	14	2.77
18. Sph&HrTh	30	27	20	33	13	7	2.53
Total	549	18	21	25	25	12	2.92
Teaching Field							
1. Elem	126	17	18	29	26	11	2.98
2. Sec Ed	72	17	33	17	21	13	2.79
3. Spec Ed	229	19	23	21	24	14	2.90
4. Specialize	121	17	13	33	28	8	2.97
Teaching Location							
1. Rural	239	18	17	26	27	13	3.00
2. Suburban	246	20	25	23	21	11	2.78
3. Urban	54	13	17	24	32	15	3.19
Yrs. Taught							
1. 1	93	15	23	26	26	11	2.95
2. 2	120	14	16	26	31	13	3.13
3. 3	103	18	20	24	24	14	2.96
4. 4	104	19	22	25	18	15	2.88
5. 5	122	23	23	23	25	7	2.69

SECTION G #1: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?
B. Feeling under pressure too much of the time.

		Responses (In Percents)					
Major	N	1 Not Concerned	2	3	4	5 Extremely Concerned	Mean
1. Art	10	10	40	40	10	-	2.50
2. Business	24	8	17	42	29	4	3.04
3. Dist Ed	12	17	25	25	8	25	3.00
4. Elem	121	7	34	22	24	14	3.05
5. English	27	-	19	11	48	22	3.74
6. HPE	30	27	33	23	17	-	2.30
7. Home Ec	15	-	13	27	40	20	3.67
8. Ind Ed	12	17	33	17	25	8	2.75
9. Fgn Lang	8	13	25	-	25	38	3.50
10. LEM	7	29	14	14	14	29	3.00
11. Math	11	18	18	27	36	-	2.82
12. Sciences	15	20	13	40	20	7	2.80
13. Music	18	11	11	11	44	22	3.56
14. Soc Sci	12	8	33	25	17	17	3.00
15. EMR	58	7	16	36	28	14	3.26
16. H.I.	17	6	41	35	18	-	2.65
17. LBD/Elem	125	14	24	30	19	13	2.94
18. Sph&HrTh	30	3	37	33	13	13	2.97
Total	552	10	26	27	24	13	3.03
Teaching Field							
1. Elem	127	8	34	21	24	14	3.02
2. Sec Ed	72	10	21	21	33	15	3.24
3. Spec Ed	230	10	24	33	20	12	3.00
4. Specialize	122	13	23	27	25	12	2.99
Teaching Location							
1. Rural	240	12	27	25	22	15	3.01
2. Suburban	247	11	25	27	26	12	3.02
3. Urban	55	2	26	38	22	13	3.18
Yrs. Taught							
1. 1	94	6	32	33	20	9	2.93
2. 2	120	15	25	20	27	13	2.98
3. 3	104	13	28	23	23	14	2.97
4. 4	104	9	26	28	26	12	3.06
5. 5	123	8	20	33	23	16	3.19

SECTION G #1: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?
C. Doing well when a superior is present.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Not Concerned				Extremely Concerned	Mean
1. Art	10	20	30	10	30	10	2.80
2. Business	24	-	17	21	29	33	3.79
3. Dist Ed	12	8	17	33	33	8	3.17
4. Elem	120	12	26	20	23	19	3.13
5. English	27	11	22	15	30	22	3.30
6. HPE	30	17	20	23	20	20	3.07
7. Home Ec	15	7	13	40	27	13	3.27
8. Ind Ed	12	17	8	42	25	8	3.00
9. Fgn Lang	8	25	-	25	25	25	3.25
10. LEM	7	29	14	29	-	29	2.86
11. Math	11	27	18	18	36	-	2.64
12. Sciences	15	20	20	27	33	-	2.73
13. Music	18	17	11	22	44	6	3.11
14. Soc Sci	12	25	8	17	25	25	3.17
15. EMR	58	19	17	26	17	21	3.03
16. H.I.	17	18	18	12	41	12	3.12
17. LBD/Elem	125	17	21	27	22	14	2.94
18. Sph&HrTh	30	7	30	33	13	17	3.03
Total	551	15	20	24	24	17	3.08
Teaching Field							
1. Elem	126	15	25	19	22	19	3.06
2. Sec Ed	72	18	17	19	31	15	3.08
3. Spec Ed	230	16	21	27	20	16	2.99
4. Specialize	122	10	17	27	29	17	3.26
Teaching Location							
1. Rural	239	16	21	23	25	16	3.05
2. Suburban	247	15	22	23	24	17	3.07
3. Urban	55	11	16	35	18	20	3.20
Yrs. Taught							
1. 1	93	7	22	19	28	25	3.43
2. 2	120	15	23	21	23	19	3.08
3. 3	104	18	14	23	26	19	3.14
4. 4	104	14	17	29	30	11	3.07
5. 5	123	19	26	29	15	11	2.75

SECTION G #/: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?
D. Meeting the needs of different kinds of students.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Not Concerned				Extremely Concerned	Mean
1. Art	10	10	40	20	20	10	2.80
2. Business	24	-	13	33	42	13	3.54
3. Dist Ed	12	8	-	42	17	33	3.67
4. Elem	121	4	3	24	38	31	3.88
5. English	27	19	11	15	44	11	3.19
6. HPE	30	3	17	30	27	23	3.50
7. Home Ec	15	7	-	20	47	27	3.87
8. Ind Ed	12	-	-	25	42	33	4.08
9. Fgn Lang	8	-	38	13	38	13	3.25
10. LEM	7	-	14	29	29	29	3.71
11. Math	11	18	18	36	9	18	2.91
12. Sciences	15	7	27	20	27	20	3.27
13. Music	18	11	28	39	22	-	2.72
14. Soc Sci	12	8	-	33	42	17	3.58
15. EMR	57	2	7	11	25	56	4.26
16. H.I.	17	-	6	18	29	47	4.18
17. LBD/Elem	122	3	5	10	38	44	4.15
18. Sph&HrTh	29	3	3	24	28	41	4.00
Total	547	5	8	21	34	33	3.81
Teaching Field							
1. Elem	127	4	5	23	39	30	3.86
2. Sec Ed	72	13	15	22	35	15	3.25
3. Spec Ed	225	3	5	12	33	47	4.16
4. Specialize	122	5	14	32	30	20	3.45
Teaching Location							
1. Rural	239	4	8	22	38	27	3.76
2. Suburban	243	5	8	19	28	39	3.88
3. Urban	55	6	9	22	36	27	3.71
Yrs. Taught							
1. 1	93	3	10	18	33	36	3.88
2. 2	120	8	5	23	38	26	3.68
3. 3	102	7	8	26	29	30	3.69
4. 4	103	2	9	15	36	39	4.01
5. 5	122	3	11	20	32	34	3.84

SECTION G #1: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?
E. Too many noninstructional duties.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Not Concerned				Extremely Concerned	Mean
1. Art	10	40	-	20	10	30	2.90
2. Business	24	17	21	38	17	8	2.79
3. Dist Ed	12	33	17	17	17	17	2.67
4. Elem	117	16	17	27	25	15	3.04
5. English	27	30	26	7	19	19	2.70
6. HPE	30	27	30	23	17	3	2.40
7. Home Ec	15	13	20	27	20	20	3.13
8. Ind Ed	12	17	17	33	25	8	2.92
9. Fgn Lang	8	25	38	13	13	13	2.50
10. LEM	6	-	50	17	17	17	3.00
11. Math	11	9	36	27	18	9	2.82
12. Sciences	15	13	20	20	27	20	3.20
13. Music	18	28	33	6	11	22	2.67
14. Soc Sci	12	17	17	25	25	17	3.08
15. EMR	56	23	27	21	25	4	2.59
16. H.I.	17	29	12	6	29	24	3.06
17. LBD/Elem	125	27	20	18	21	14	2.75
18. Sph&HrTh	30	43	23	7	13	13	2.30
Total	545	24	22	20	21	14	2.79
Teaching Field							
1. Elem	123	17	17	28	24	14	3.01
2. Sec Ed	72	21	25	17	21	17	2.88
3. Spec Ed	228	29	22	16	22	12	2.68
4. Specialize	121	22	25	23	17	14	2.77
Teaching Location							
1. Rural	236	23	21	20	21	14	2.82
2. Suburban	245	22	24	21	19	13	2.76
3. Urban	54	24	13	19	33	11	2.94
Yrs. Taught							
1. 1	90	23	26	22	14	14	2.71
2. 2	119	25	21	20	17	17	2.79
3. 3	102	27	27	20	21	7	2.55
4. 4	104	17	21	19	30	13	2.99
5. 5	123	24	17	21	21	17	2.91

SECTION G #/: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?
F. Diagnosing student learning problems.

		Responses (In Percents)					
Major	N	1 Not Concerned	2	3	4	5 Extremely Concerned	Mean
1. Art	10	50	30	20	-	-	1.70
2. Business	24	17	13	33	33	4	2.96
3. Dist Ed	12	8	17	17	33	25	3.50
4. Elem	121	6	12	27	34	21	3.51
5. English	27	30	15	19	33	4	2.67
6. HPE	30	7	17	43	20	13	3.17
7. Home Ec	15	13	20	13	40	13	3.20
8. Ind Ed	12	-	25	67	-	8	2.92
9. Fgn Lang	8	-	25	50	13	13	3.13
10. LEM	7	43	14	14	-	19	2.57
11. Math	11	9	46	27	18	-	2.55
12. Sciences	15	13	13	40	27	7	3.00
13. Music	18	28	17	28	17	11	2.67
14. Soc Sci	11	9	36	27	27	-	2.73
15. EMR	58	10	7	21	29	33	3.67
16. H.I.	17	6	12	-	35	47	4.06
17. LBD/Elem	123	7	14	9	34	37	3.80
18. Sph&HrTh	30	10	17	17	33	23	3.43
Total	549	11	15	22	30	22	3.37
Teaching Field							
1. Elem	127	6	13	28	34	21	3.51
2. Sec Ed	71	17	23	30	27	4	2.79
3. Spec Ed	228	8	12	12	33	34	3.74
4. Specialize	122	18	19	32	20	12	2.88
Teaching Location							
1. Rural	239	11	13	23	33	20	3.38
2. Suburban	245	11	19	20	26	24	3.31
3. Urban	55	6	13	26	33	24	3.56
Yrs. Taught							
1. 1	94	17	16	25	18	25	3.17
2. 2	119	7	19	22	29	23	3.42
3. 3	104	10	16	22	33	19	3.36
4. 4							
5. 5							

SECTION G #/: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?
G. Feeling more adequate as a teacher.

		Responses (In Percents)					
Major	N	1 Not Concerned	2	3	4	5 Extremely Concerned	Mean
1. Art	10	30	20	30	20	-	2.40
2. Business	24	13	13	25	17	33	3.46
3. Dist Ed	12	-	8	50	17	25	3.58
4. Elem	120	14	18	24	23	22	3.20
5. English	27	7	22	15	26	30	3.48
6. HPE	30	3	20	27	33	17	3.40
7. Home Ec	15	7	20	27	27	20	3.33
8. Ind Ed	12	-	33	8	50	8	3.33
9. Fgn Lang	8	13	13	13	63	-	3.25
10. LEM	7	-	43	-	43	14	3.29
11. Math	11	9	18	36	36	-	3.00
12. Sciences	15	13	27	33	13	13	2.87
13. Music	18	11	6	39	22	22	3.39
14. Soc Sci	12	17	8	25	33	17	3.25
15. EMR	56	5	13	29	25	29	3.59
16. H.I.	17	6	24	24	24	24	3.35
17. LBD/Elem	125	11	20	26	26	17	3.18
18. Sph&HrTh	30	7	23	20	33	17	3.30
Total	549	10	18	25	26	20	3.28
Teaching Field							
1. Elem	126	14	19	24	22	21	3.19
2. Sec Ed	72	11	18	24	31	17	3.24
3. Spec Ed	228	9	18	26	27	20	3.31
4. Specialize	122	8	17	27	28	20	3.34
Teaching Location							
1. Rural	238	9	18	28	26	19	3.29
2. Suburban	246	11	20	24	26	20	3.23
3. Urban	55	11	15	20	33	22	3.40
Yrs. Taught							
1. 1	92	7	16	25	26	26	3.49
2. 2	120	9	13	26	28	25	3.47
3. 3	104	12	20	24	22	22	3.23
4. 4	104	14	19	20	30	16	3.14
5. 5	122	9	23	28	28	12	3.11

SECTION G #1: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?
H. Challenging unmotivated students.

		Responses (In Percents)					
Major	N	1 Not Concerned	2	3	4	5 Extremely Concerned	Mean
1. Art	10	-	10	20	40	30	3.90
2. Business	24	4	13	29	42	13	3.46
3. Dist Ed	12	8	-	8	58	25	3.92
4. Elem	121	3	10	18	39	30	3.82
5. English	27	7	-	22	33	37	3.93
6. HPE	29	-	3	35	35	28	3.86
7. Home Ec	15	7	-	27	27	40	3.93
8. Ind Ed	12	-	8	25	42	25	3.83
9. Fgn Lang	8	-	-	25	13	63	4.38
10. LEM	7	29	-	29	29	14	3.00
11. Math	11	-	9	36	55	-	3.45
12. Sciences	15	-	13	20	60	7	3.60
13. Music	18	-	6	11	50	33	4.11
14. Soc Sci	12	-	8	17	42	33	4.00
15. EMH	57	-	7	21	35	37	4.02
16. H.I.	17	-	6	29	47	18	3.76
17. LBD/Elem	125	1	8	13	39	39	4.08
18. Sph&HrTh	30	7	13	43	23	13	3.23
Total	550	3	8	21	39	30	3.86
Teaching Field							
1. Elem	127	3	9	20	38	30	3.82
2. Sec Ed	72	3	6	24	42	26	3.83
3. Spec Ed	229	1	8	20	37	33	3.93
4. Specialize	121	4	6	23	41	26	3.79
Teaching Location							
1. Rural	240	3	8	20	42	27	3.82
2. Suburban	246	2	7	22	36	34	3.92
3. Urban	54	4	11	22	32	32	3.76
Yrs. Taught							
1. 1	94	4	5	17	39	34	3.94
2. 2	120	4	7	18	42	29	3.85
3. 3	102	-	10	27	37	27	3.80
4. 4	104	1	7	26	31	36	3.93
5. 5	123	2	9	19	42	28	3.84

SECTION G #I: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?
I. Being accepted and respected by professional persons.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Not Concerned				Extremely Concerned	Mean
1. Art	10	20	10	20	40	10	3.10
2. Business	24	4	8	25	42	21	3.67
3. Dist Ed	12	25	-	17	33	25	3.33
4. Elem	120	15	21	22	28	14	3.06
5. English	27	30	15	22	26	7	2.67
6. HPE	30	10	37	23	17	13	2.87
7. Home Ec	15	7	13	33	27	20	3.40
8. Ind Ed	11	18	27	9	27	18	3.00
9. Fgn Lang	7	14	29	14	14	29	3.14
10. LEM	6	33	17	33	17	-	2.33
11. Math	11	18	18	18	18	27	3.18
12. Sciences	15	13	13	40	27	7	3.00
13. Music	18	17	11	17	39	17	3.28
14. Soc Sci	12	25	25	8	8	33	3.00
15. EMR	57	12	21	30	16	21	3.12
16. H.I.	17	18	24	12	35	12	3.00
17. LBD/Elem	125	18	16	31	23	12	2.96
18. Sph&HrTh	30	20	17	20	33	10	2.97
Total	547	16	19	25	26	15	3.05
Teaching Field							
1. Elem	126	15	21	21	29	14	3.06
2. Sec Ed	71	21	18	23	21	17	2.94
3. Spec Ed	229	17	18	28	24	14	2.99
4. Specialize	120	13	18	23	30	17	3.19
Teaching Location							
1. Rural	237	17	17	27	27	12	3.03
2. Suburban	246	17	21	18	26	19	3.09
3. Urban	54	15	17	35	20	13	3.00
Yrs. Taught							
1. 1	93	13	17	26	24	20	3.22
2. 2	120	18	19	20	29	14	3.03
3. 3	102	15	16	29	24	17	3.12
4. 4	102	14	21	21	28	17	3.14
5. 5	123	21	20	25	24	10	2.82

SECTION G #/: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?
J. Working with too many students each day.

Major	N	Responses (In Percents) 1 Not Concerned	2	3	4	5 Extremely Concerned	Mean
1. Art	10	10	30	30	10	20	3.00
2. Business	24	29	46	13	8	4	2.13
3. Dist Ed	12	33	17	17	17	17	2.67
4. Elem	120	24	21	22	16	18	2.82
5. English	27	19	19	26	15	22	3.04
6. HPE	30	23	30	10	20	17	2.77
7. Home Ec	15	27	27	33	13	-	2.33
8. Ind Ed	12	25	17	25	17	17	2.83
9. Fgn Lang	8	13	13	38	13	25	3.25
10. LEM	7	14	14	14	43	14	3.29
11. Math	10	40	20	10	10	20	2.50
12. Sciences	15	20	33	13	20	13	2.73
13. Music	18	22	22	22	6	28	2.94
14. Soc Sci	12	42	-	33	8	17	2.58
15. EMR	58	26	29	17	10	17	2.64
16. H.I.	17	29	35	18	12	6	2.29
17. LBD/Elem	124	24	18	22	23	13	2.83
18. Sph&HrTh	30	13	17	37	23	10	3.00
Total	549	24	23	22	17	15	2.76
Teaching Field							
1. Elem	126	24	21	21	17	18	2.85
2. Sec Ed	71	25	17	24	14	20	2.86
3. Spec Ed	229	24	21	22	19	13	2.76
4. Specialize	122	24	30	20	14	13	2.63
Teaching Location							
1. Rural	239	27	19	23	16	16	2.74
2. Suburban	245	21	27	20	18	14	2.78
3. Urban	55	26	22	20	15	18	2.78
Yrs. Taught							
1. 1	92	25	29	17	10	19	2.67
2. 2	120	28	18	23	17	15	2.73
3. 3	104	26	24	22	14	14	2.65
4. 4	104	23	18	25	22	12	2.81
5. 5	122	17	25	19	21	18	2.97

SECTION G #/: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?
K. Guiding students toward intellectual and emotional growth.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Not Concerned				Extremely Concerned	Mean
1. Art	10	10	10	40	30	10	3.20
2. Business	24	4	8	38	38	13	3.46
3. Dist Ed	12	-	17	17	50	17	3.67
4. Elem	118	6	10	20	41	24	3.66
5. English	27	15	15	11	19	41	3.56
6. HPE	30	3	17	27	27	27	3.57
7. Home Ec	15	7	20	20	27	27	3.47
8. Ind Ed	12	8	25	-	33	33	3.58
9. Fgn Lang	8	13	13	-	25	50	3.88
10. LEM	7	-	-	43	14	43	4.00
11. Math	11	9	9	64	18	-	2.91
12. Sciences	15	7	7	40	40	7	3.33
13. Music	18	6	11	44	6	33	3.50
14. Soc Sci	12	8	8	25	42	17	3.50
15. EMR	58	5	5	22	32	35	3.86
16. H.I.	17	6	6	6	41	41	4.06
17. LBD/Elem	125	2	6	23	34	35	3.94
18. Sph&HrTh	30	17	13	43	23	3	2.83
Total	549	6	10	25	33	27	3.65
Teaching Field							
1. Elem	124	6	12	19	40	24	3.65
2. Sec Ed	72	11	10	26	28	25	3.46
3. Spec Ed	230	5	7	24	32	32	3.79
4. Specialize	122	5	13	30	29	23	3.52
Teaching Location							
1. Rural	238	6	10	27	31	27	3.63
2. Suburban	246	6	9	24	33	28	3.68
3. Urban	55	7	13	22	35	24	3.55
Yrs. Taught							
1. 1	93	7	9	27	26	32	3.69
2. 2	120	6	14	26	28	26	3.54
3. 3	103	8	8	31	28	25	3.55
4. 4	103	4	10	17	43	27	3.80
5. 5	123	6	8	24	37	26	3.69

SECTION G #1: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?
L. Whether each student is getting what he/she needs.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Not Concerned				Extremely Concerned	Mean
1. Art	10	10	10	20	40	20	3.50
2. Business	23	4	4	26	44	21	3.74
3. Dist Ed	12	-	8	25	25	42	4.00
4. Elem	120	3	8	21	37	32	3.87
5. English	27	4	19	15	41	22	3.59
6. HPE	30	-	23	23	27	27	3.57
7. Home Ec	15	7	13	27	33	20	3.47
8. Ind Ed	12	8	-	33	33	25	3.67
9. Fgn Lang	8	-	13	25	63	-	3.50
10. LEM	8	14	14	14	29	29	3.43
11. Math	11	9	36	18	18	18	3.00
12. Sciences	15	-	20	13	40	27	3.73
13. Music	18	6	6	44	28	17	3.44
14. Soc Sci	12	8	8	17	42	25	3.67
15. EMR	58	2	5	9	38	47	4.22
16. H.I.	17	-	-	12	29	59	4.47
17. LBD/Elem	124	1	5	11	40	44	4.20
18. Sph&HrTh	30	-	10	20	40	30	3.90
Total	549	3	9	18	37	34	3.90
Teaching Field							
1. Elem	126	2	9	20	38	31	3.87
2. Sec Ed	72	4	19	17	39	21	3.53
3. Spec Ed	229	1	5	12	38	44	4.19
4. Specialize	121	5	11	29	31	24	3.59
Teaching Location							
1. Rural	239	2	9	19	40	30	3.87
2. Suburban	245	3	9	18	34	37	3.92
3. Urban	55	4	11	16	35	35	3.85
Yrs. Taught							
1. 1	93	4	7	19	32	38	3.92
2. 2	120	1	13	20	33	34	3.87
3. 3	104	4	10	23	34	30	3.76
4. 4	104	2	7	14	41	36	4.02
5. 5	121	3	10	13	41	33	3.93

SECTION G #1: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?
M. Getting a favorable evaluation of my teaching.

		Responses (In Percents)					
Major	N	1 Not Concerned	2	3	4	5 Extremely Concerned	Mean
1. Art	10	10	30	10	20	30	3.30
2. Business	24	8	13	8	50	21	3.63
3. Dist Ed	12	25	8	8	42	17	3.17
4. Elem	120	11	19	25	28	18	3.22
5. English	27	15	15	19	33	19	3.26
6. HPE	29	10	28	24	7	31	3.21
7. Home Ec	15	13	13	33	33	7	3.07
8. Ind Ed	12	8	8	25	42	17	3.50
9. Fgn Lang	8	13	13	13	38	25	3.50
10. LEM	7	29	14	-	43	14	3.00
11. Math	11	18	18	27	36	-	2.82
12. Sciences	15	13	27	27	20	13	2.93
13. Music	18	11	22	6	44	17	3.33
14. Soc Sci	12	25	17	17	25	17	2.92
15. EMR	56	16	11	30	25	18	3.18
16. H.I.	17	18	12	18	29	24	3.29
17. LBD/Elem	124	14	21	23	22	20	3.14
18. Sph&HrTh	30	7	23	37	23	10	3.07
Total	547	13	18	23	27	18	3.19
Teaching Field							
1. Elem	125	12	19	25	26	18	3.18
2. Sec Ed	72	17	18	19	31	15	3.10
3. Spec Ed	227	14	18	26	23	19	3.15
4. Specialize	122	12	18	16	34	21	3.34
Teaching Location							
1. Rural	238	12	17	24	29	18	3.24
2. Suburban	244	15	19	21	26	19	3.16
3. Urban	55	11	24	26	26	15	3.09
Yrs. Taught							
1. 1	93	8	18	19	28	27	3.48
2. 2	120	16	18	29	26	21	3.18
3. 3	104	11	20	28	25	16	3.16
4. 4	103	17	15	17	38	15	3.19
5. 5	120	14	22	28	23	13	2.99

SECTION G #1: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?
N. The routine and inflexibility of the teaching situation.

		Responses (In Percents)					
Major	N	1 Not Concerned	2	3	4	5 Extremely Concerned	Mean
1. Art	9	11	67	11	11	-	2.22
2. Business	24	13	38	29	13	8	2.67
3. Dist Ed	12	25	17	42	8	8	2.58
4. Elem	120	27	26	27	16	5	2.47
5. English	27	26	19	33	11	11	2.63
6. HPE	30	27	23	23	17	10	2.60
7. Home Ec	15	20	27	33	13	7	2.60
8. Ind Ed	12	8	17	67	8	-	2.75
9. Fgn Lang	8	38	13	50	-	-	2.13
10. LEM	7	43	29	-	14	14	2.29
11. Math	11	18	18	36	9	18	2.91
12. Sciences	15	33	13	13	27	13	2.73
13. Music	18	33	17	11	28	11	2.67
14. Soc Sci	12	33	-	25	33	8	2.83
15. EMR	56	29	20	29	14	9	2.55
16. H.I.	17	24	41	29	6	-	2.18
17. LBD/Elem	125	22	31	22	18	6	2.54
18. Sph&HrTh	30	20	40	23	13	3	2.40
Total	548	25	27	27	16	7	2.54
Teaching Field							
1. Elem	126	27	26	26	16	5	2.45
2. Sec Ed	72	29	13	31	17	11	2.68
3. Spec Ed	228	24	30	25	15	6	2.50
4. Specialize	121	21	28	28	15	8	2.62
Teaching Location							
1. Rural	239	26	26	25	17	6	2.52
2. Suburban	244	23	28	28	14	7	2.55
3. Urban	55	18	29	27	16	9	2.69
Yrs. Taught							
1. 1	92	33	16	23	20	9	2.55
2. 2	120	29	25	22	18	7	2.48
3. 3	104	19	27	30	15	9	2.67
4. 4	103	21	30	31	15	3	2.48
5. 5	122	20	34	26	12	8	2.56

SECTION G #1: WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?
O. Maintaining the appropriate degree of class control.

		Responses (In Percents)					
		1	2	3	4	5	
Major	N	Not Concerned				Extremely Concerned	Mean
1. Art	10	10	40	-	10	40	3.30
2. Business	24	4	8	33	25	29	3.67
3. Dist Ed	12	8	8	17	25	42	3.83
4. Elem	121	15	21	16	28	21	3.19
5. English	27	11	19	15	22	33	3.48
6. HPE	30	7	20	20	23	30	3.50
7. Home Ec	15	7	20	20	33	20	3.40
8. Ind Ed	12	-	8	17	25	50	4.17
9. Fgn Lang	8	13	13	13	50	13	3.38
10. LEM	7	-	14	43	14	29	3.57
11. Math	11	9	9	27	36	18	3.45
12. Sciences	15	7	20	13	40	20	3.47
13. Music	18	6	11	-	28	56	4.17
14. Soc Sci	12	8	8	17	50	17	3.58
15. EMR	57	16	9	21	16	39	3.53
16. H.I.	17	18	18	29	6	29	3.12
17. LBD/Elem	124	12	19	22	23	24	3.27
18. Sph&HrTh	30	53	23	10	10	3	1.87
Total	550	14	17	19	24	27	3.33
Teaching Field							
1. Elem	127	15	20	17	28	21	3.20
2. Sec Ed	72	10	15	15	36	24	3.49
3. Spec Ed	228	19	17	21	18	25	3.13
4. Specialize	122	5	16	18	24	37	3.71
Teaching Location							
1. Rural	240	15	16	18	27	25	3.33
2. Suburban	245	15	18	19	20	29	3.29
3. Urban	55	6	22	16	35	22	3.45
Yrs. Taught							
1. 1	94	10	17	16	25	33	3.54
2. 2	120	15	18	14	21	33	3.38
3. 3	104	11	15	21	26	27	3.43
4. 4	104	14	14	20	27	26	3.38
5. 5	121	17	22	22	22	17	2.98

Section C

THE ATTITUDES OF TEACHERS PREPARED AT BGSU

Merwin and DiVesta* developed a situation specific Attitudes Towards Teaching as a Career Scale based upon need theory. This is an eleven-item scale which is answered on a 1 (strongly disagree) to a 6 (strongly agree) continuum with a total score of 11 representing the least positive and 66 the most positive attitude. Attitudes on this scale are conceptualized as a function of the individual belief value matrix, and attitudes evolve from perceptions that the attitude object block (negative) or facilitate (positive) need satisfaction. One then has a positive attitude towards teaching as a career if he perceives teaching as satisfying his underlying needs.

The 11 items as they appeared on the follow-up questionnaire are presented on the next page (the reader may note that 4 of the 11 items are reversed scored for obtaining total attitudinal scores over all 11 items).

The last 11 pages of this section present tables which indicate how the teachers responded to each of the attitude items. A small sampling of the findings presented on these tables are:

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*Merwin, J.C., & DiVesta, F.J. (1959). The study of need theory and career choice. _Journal of Counseling Psychology, 6_, 302-306.

Attitude Toward Teaching As A Career

Please circle the numeral which describes the degree of your agreement or disagreement to each of the attitudinal statements. There are, of course, no right or wrong answers. Please respond truthfully. The numerical code is:

1 = Strongly disagree
2 = Moderately disagree
3 = Slightly disagree
4 = Slightly agree
5 = Moderately agree
6 = Strongly agree

		Strongly Disagree					Strongly Agree	
A.	Teaching is about the best job that I can think of	1	2	3	4	5	6	
B.	There are a lot of advantages to teaching	1	2	3	4	5	6	
C.	I don't care for the work of a teacher	~~1~~ 6	2	3	4	5	6	RS
D.	Teaching would be a wonderful occupation for anyone	1	2	3	4	5	6	
E.	Teaching may be all right for some people but not for me	~~1~~ 6	2	3	4	5	6	RS
F.	I am not convinced of the importance of a teaching career	~~1~~ 6	2	3	4	5	6	RS
G.	Teaching, as a career, is not worth the sacrifice of going to college, the long hours of work and the low pay	~~1~~ 6	2	3	4	5	6	RS
H.	I enjoy teaching	1	2	3	4	5	6	
I.	Teaching is as good a job as any	1	2	3	4	5	6	
J.	There are more advantages than disadvantages to teaching as a career	1	2	3	4	5	6	
K.	I would be willing to take any job related to teaching	1	2	3	4	5	6	

Attitude scale due to work of Merwin and DiVesta J. Counsel Psychol (Vol 6) 302-06

RS → reverse scoring

1. Math teachers were the most negative (mean = 2.73) and LEM teachers the most positive (mean = 4.71) in responding to Item A, "Teaching is about the best job I can think of."

2. Secondary teachers were less positive (mean = 3.78) to the above item than were teachers in the other three fields (means = 4.31, 4.25, and 3.98).

3. To the item C. "I don't care for the work of a teacher," (a) social studies teachers were the most negative (mean = 2.42) and English, Foreign Language, and Hearing Impaired the most positive (mean ≃1.60). b) Fifth year teachers were more positive (mean = 1.67) than were the teachers with fewer years of experience.

4. To the Item E. "Teaching may be all right for some people but not for me," it may be observed that a total of 8 percent (N = 44) of the teachers agreed to some extent. In more detail, 20% of the Home Economics teachers, 18% of the math teachers, and 17% of the social studies teachers agreed with the item.

5. Twelve percent of the teachers were not convinced of the importance of a teaching career (Item F). Twenty-three percent of the teachers agreed to some extent that teaching, as a career, is not worth the sacrifice of going to college, the long hours of work and the low pay (Item G).

6. Only 3% of the teachers indicated they did not enjoy teaching (Item H).

7. Thirteen percent of the teachers saw more disadvantages to teaching than advantages (Item J).

SECTION G2.

A. Teaching is about the best job that I can think of

Responses (In Percents)

Major	N	1 Strongly Disagree	2 Moderately Disagree	3 Slightly Disagree	4 Slightly Agree	5 Moderately Agree	6 Strongly Agree	Mean
1. Art	11	18	9	9	18	27	18	3.82
2. Business	24	-	13	-	29	38	21	4.54
3. Dist Ed	12	17	25	8	25	17	8	3.25
4. Elem	121	5	7	16	17	36	19	4.29
5. English	27	-	7	15	37	26	15	4.26
6. HPE	30	3	13	13	10	50	10	4.20
7. Home Ec	15	-	13	33	20	33	-	3.73
8. Ind Ed	12	8	8	8	25	25	25	4.25
9. Fgn Lang	8	25	-	25	-	38	13	3.63
10. LEM	7	-	-	14	29	29	29	4.71
11. Math	11	9	36	36	9	9	-	2.73
12. Sciences	15	-	27	13	7	33	20	4.07
13. Music	18	6	17	28	28	17	6	3.50
14. Soc Sci	12	8	-	58	8	17	8	3.50
15. EMR	58	2	7	16	26	38	12	4.28
16. H.I.	17	-	-	24	29	47	-	4.24
17. LBD/Elem	125	3	11	13	18	33	22	4.31
18. Sph&HrTh	30	7	17	17	10	37	13	3.93
Total	553	4	11	16	19	34	16	4.15
Teaching Field								
1. Elem	127	5	7	16	16	38	19	4.31
2. Sec Ed	72	6	14	26	18	24	13	3.78
3. Spec Ed	230	3	10	15	20	35	17	4.25
4. Specialize	123	6	14	14	23	32	12	3.98
Teaching Location								
1. Rural	241	3	9	15	20	37	15	4.25
2. Suburban	247	7	12	19	18	30	14	3.96
3. Urban	55	2	13	13	18	29	26	4.36
Yrs. Taught								
1. 1	94	4	11	12	20	34	19	4.27
2. 2	120	5	9	19	18	38	12	4.08
3. 3	105	1	14	17	21	31	16	4.14
4. 4	104	6	14	17	18	32	13	3.93
5. 5	123	6	7	15	20	34	20	4.28

SECTION G2.

B. There are a lot of advantages to teaching

		Responses (In Percents)						
Major	N	1 Strongly Disagree	2 Moderately Disagree	3 Slightly Disagree	4 Slightly Agree	5 Moderately Agree	6 Strongly Agree	Mean
1. Art	11	-	9	9	9	27	46	4.91
2. Business	24	-	-	-	17	38	46	5.29
3. Dist Ed	12	-	8	8	8	50	25	4.75
4. Elem	121	1	3	7	19	42	29	4.86
5. English	27	-	-	11	7	56	26	4.96
6. HPE	30	-	-	3	13	57	27	5.07
7. Home Ec	15	-	-	20	20	40	20	4.60
8. Ind Ed	12	-	8	-	17	33	42	5.00
9. Fgn Lang	8	-	13	-	25	50	13	4.50
10. LEM	7	-	-	-	14	29	57	5.43
11. Math	11	-	18	18	9	27	27	4.27
12. Sciences	15	-	-	7	27	33	33	4.93
13. Music	18	-	11	-	22	33	33	4.78
14. Soc Sci	12	-	-	8	25	33	33	4.92
15. EMR	58	2	2	10	26	40	21	4.62
16. H.I.	17	-	6	6	18	59	12	4.65
17. LBD/Elem	124	-	3	6	23	36	32	4.89
18. Sph&HrTh	30	3	3	-	23	40	30	4.83
Total	552	1	3	6	20	41	30	4.85
Teaching Field								
1. Elem	127	1	2	6	18	43	29	4.88
2. Sec Ed	72	-	4	10	17	43	26	4.78
3. Spec Ed	229	1	3	6	23	39	28	4.80
4. Specialize	123	-	4	5	16	40	35	4.97
Teaching Location								
1. Rural	241	1	2	6	20	44	27	4.85
2. Suburban	246	0	5	5	20	40	30	4.85
3. Urban	55	-	4	11	18	33	35	4.84
Yrs. Taught								
1. 1	94	-	3	4	18	44	31	4.95
2. 2	119	1	3	8	17	47	24	4.80
3. 3	105	-	4 5	11	12	38	34	4.88
4. 4	104	2	5	4	27	37	26	4.69
5. 5	123	-	2	4	23	38	33	4.94

SECTION G2

C. I don't care for the work of a teacher

Major	N	Responses (In Percents) 1 Strongly Disagree	2 Moderately Disagree	3 Slightly Disagree	4 Slightly Agree	5 Moderately Agree	6 Strongly Agree	Mean
1. Art	11	46	36	18	-	-	-	1.73
2. Business	24	42	46	4	4	4	-	1.83
3. Dist Ed	12	25	50	25	-	-	-	2.00
4. Elem	121	59	26	7	6	3	-	1.67
5. English	27	56	33	4	7	-	-	1.63
6. HPE	30	30	47	10	10	3	-	2.10
7. Home Ec	15	33	27	20	13	7	-	2.33
8. Ind Ed	12	25	50	17	8	-	-	2.08
9. Fgn Lang	8	50	38	13	-	-	-	1.63
10. LEM	7	57	29	14	-	-	-	1.57
11. Math	11	46	27	27	-	-	-	1.82
12. Sciences	15	40	33	20	7	-	-	1.93
13. Music	18	61	11	17	-	11	-	1.89
14. Soc Sci	12	42	25	-	17	17	-	2.42
15. EMR	57	46	37	7	7	2	2	1.88
16. H.I.	17	47	53	-	-	-	-	1.53
17. LBD/Elem	125	62	21	10	5	2	-	1.66
18. Sph&HrTh	30	40	47	10	-	3	-	1.80
Total	552	51	32	10	5	3	0	1.79
Teaching Field								
1. Elem	127	57	28	6	7	2	-	1.71
2. Sec Ed	72	47	32	11	7	3	-	1.86
3. Spec Ed	229	54	31	9	4	2	0	1.72
4. Specialize	123	41	37	15	4	4	-	1.94
Teaching Location								
1. Rural	241	54	29	10	7	1	-	1.73
2. Suburban	246	47	34	11	5	4	0	1.87
3. Urban	55	49	36	7	4	4	-	1.76
Yrs. Taught								
1. 1	94	53	30	10	3	4	-	1.76
2. 2	120	53	26	11	6	5	-	1.85
3. 3	105	46	36	11	5	2	-	1.81
4. 4	103	46	34	10	9	1	1	1.88
5. 5	123	54	33	7	4	2	-	1.67

SECTION G2

D. Teaching would be a wonderful occupation for anyone

Major	N	Responses (In Percents) 1 Strongly Disagree	2 Moderately Disagree	3 Slightly Disagree	4 Slightly Agree	5 Moderately Agree	6 Strongly Agree	Mean
1. Art	11	82	18	-	-	-	-	1.18
2. Business	24	50	21	13	8	8	-	2.04
3. Dist Ed	12	75	17	8	-	-	-	1.33
4. Elem	121	68	17	7	4	3	2	1.62
5. English	27	70	19	4	4	4	-	1.52
6. HPE	30	73	13	3	3	7	-	1.57
7. Home Ec	15	47	40	7	-	7	-	1.80
8. Ind Ed	12	75	-	8	-	8	8	1.92
9. Fgn Lang	8	63	13	13	13	-	-	1.75
10. LEM	7	57	14	14	14	-	-	1.86
11. Math	11	64	18	9	-	-	9	1.82
12. Sciences	15	60	20	13	7	-	-	1.67
13. Music	18	89	6	6	-	-	-	1.17
14. Soc Sci	12	75	25	-	-	-	-	1.25
15. EMR	56	66	16	14	2	-	2	1.59
16. H.I.	17	65	24	-	6	6	-	1.65
17. LBD/Elem	125	70	16	6	3	-	4	1.58
18. Sph&HrTh	30	67	3	10	13	7	-	1.90
Total	551	68	16	8	4	2	2	1.62
Teaching Field								
1. Elem	127	69	17	7	4	2	2	1.60
2. Sec Ed	72	67	19	7	4	1	1	1.58
3. Spec Ed	228	69	15	8	4	1	3	1.63
4. Specialize	123	68	16	7	3	5	1	1.64
Teaching Location								
1. Rural	240	62	18	10	4	4	3	1.76
2. Suburban	246	73	14	7	3	2	1	1.50
3. Urban	55	69	15	6	9	-	2	1.62
Yrs. Taught								
1. 1	94	82	9	3	2	2	2	1.40
2. 2	120	65	21	8	2	3	2	1.63
3. 3	105	69	14	10	5	1	2	1.61
4. 4	102	64	23	9	4	-	1	1.57
5. 5	123	63	14	9	7	5	2	1.85

SECTION G2

E. Teaching may be all right for some people but not for me

Major	N	Responses (In Percents) 1 Strongly Disagree	2 Moderately Disagree	3 Slightly Disagree	4 Slightly Agree	5 Moderately Agree	6 Strongly Agree	Mean
1. Art	11	73	27	-	-	-	-	1.27
2. Business	24	50	38	-	4	8	-	1.83
3. Dist Ed	12	67	17	8	8	-	-	1.58
4. Elem	121	65	21	8	4	2	1	1.60
5. English	27	67	22	-	-	4	7	1.74
6. HPE	30	67	27	-	-	3	3	1.57
7. Home Ec	15	40	20	20	20	-	-	2.20
8. Ind Ed	12	67	25	-	8	-	-	1.50
9. Fgn Lang	8	75	13	-	-	13	-	1.63
10. LEM	7	71	-	14	14	-	-	1.71
11. Math	11	27	46	9	9	-	9	2.36
12. Sciences	15	40	33	13	13	-	-	2.00
13. Music	18	61	17	11	6	6	-	1.78
14. Soc Sci	12	50	17	17	17	-	-	2.00
15. EMR	56	64	23	4	2	5	2	1.66
16. H.I.	17	71	29	-	-	-	-	1.29
17. LBD/Elem	125	74	15	6	2	2	1	1.46
18. Sph&HrTh	30	50	40	-	7	3	-	1.73
Total	551	64	23	6	4	3	1	1.64
Teaching Field								
1. Elem	127	65	21	8	4	2	1	1.59
2. Sec Ed	72	53	26	7	7	3	4	1.93
3. Spec Ed	228	68	22	4	3	3	1	1.55
4. Specialize	123	61	24	6	7	3	-	1.67
Teaching Location								
1. Rural	241	67	20	6	5	1	1	1.56
2. Suburban	245	59	25	7	4	5	2	1.76
3. Urban	55	67	26	2	4	2	-	1.47
Yrs. Taught								
1. 1	94	62	23	4	5	3	2	1.71
2. 2	120	66	19	5	7	3	1	1.63
3. 3	105	67	21	4	6	2	1	1.58
4. 4	102	57	27	8	4	5	-	1.74
5. 5	123	64	24	8	1	1	2	1.58

SECTION G2.

F. I am not convinced of the importance of a teaching career

Major	N	Responses (In Percents) 1 Strongly Disagree	2 Moderately Disagree	3 Slightly Disagree	4 Slightly Agree	5 Moderately Agree	6 Strongly Agree	Mean
1. Art	11	73	9	-	9	9	-	1.73
2. Business	24	54	29	4	-	13	-	1.88
3. Dist Ed	12	33	17	25	25	-	-	2.42
4. Elem	118	69	20	5	1	2	4	1.60
5. English	26	58	23	8	4	4	4	1.85
6. HPE	30	50	30	7	3	3	7	2.00
7. Home Ec	15	40	40	7	13	-	-	1.93
8. Ind Ed	12	50	8	8	8	17	8	2.58
9. Fgn Lang	8	75	25	-	-	-	-	1.25
10. LEM	7	100	-	-	-	-	-	1.00
11. Math	11	27	36	27	-	9	-	2.72
12. Sciences	15	53	33	-	13	-	-	1.73
13. Music	18	56	22	6	11	-	6	1.94
14. Soc Sci	12	50 59	33	8	-	8	-	1.83
15. EMR	56	61	25	-	5	7	2	1.79
16. H.I.	17	65	24	6	-	-	6	1.65
17. LBD/Elem	123	69	14	6	6	3	2	1.67
18. Sph&HrTh	30	63	13	3	13	3	3	1.90
Total	545	62	21	6	5	4	3	1.77
Teaching Field								
1. Elem	124	67	20	5	2	2	4	1.65
2. Sec Ed	71	52	30	9	4	4	1	1.83
3. Spec Ed	226	66	18	4	6	4	3	1.73
4. Specialize	123	55	22	7	7	5	3	1.94
Teaching Location								
1. Rural	239	61	20	6	6	3	4	1.83
2. Suburban	243	62	22	4	4	5	2	1.74
3. Urban	53	62	19	9	6	2	2	1.72
Yrs. Taught								
1. 1	93	67	19	5	3	2	3	1.65
2. 2	117	60	21	7	6	7	-	1.79
3. 3	105	64	18	7	3	4	5	1.79
4. 4	101	57	23	6	8	5	1	1.83
5. 5	122	62	23	3	6	2	6	1.80

SECTION G2.

G. Teaching, as a career, is not worth the sacrifice of going to college, the long hours of work and the low pay

Major	N	Responses (In Percents) 1 Strongly Disagree	2 Moderately Disagree	3 Slightly Disagree	4 Slightly Agree	5 Moderately Agree	6 Strongly Agree	Mean
1. Art	11	27	–	36	18	18	–	3.00
2. Business	24	33	25	13	8	13	8	2.67
3. Dist Ed	11	27	27	9	27	9	–	2.64
4. Elem	121	47	19	14	12	6	3	2.17
5. English	27	44	15	26	11	4	–	2.15
6. HPE	29	21	28	24	7	21	–	2.79
7. Home Ec	15	27	20	7	33	7	7	2.93
8. Ind Ed	12	17	8	42	17	8	8	3.17
9. Fgn Lang	8	50	13	13	13	13	–	2.25
10. LEM	7	57	29	14	–	–	–	1.57
11. Math	11	9	27	27	18	9	9	3.18
12. Sciences	15	40	–	20	27	13	–	2.73
13. Music	18	28	11	33	22	6	–	2.67
14. Soc Sci	12	25	17	25	17	17	–	2.83
15. EMR	57	39	28	18	9	7	–	2.18
16. H.I.	17	47	6	18	18	12	–	2.41
17. LBD/Elem	125	43	28	9	10	8	2	2.18
18. Sph&HrTh	30	47	23	3	23	3	–	2.13
Total	550	39	21	16	13	8	2	2.36
Teaching Field								
1. Elem	127	45	19	16	11	7	2	2.24
2. Sec Ed	72	36	14	22	17	10	1	2.54
3. Spec Ed	229	42	26	11	12	7	1	2.20
4. Specialize	121	29	19	22	17	11	3	2.71
Teaching Location								
1. Rural	239	39	21	14	16	8	3	2.39
2. Suburban	246	39	21	17	11	10	2	2.36
3. Urban	55	33	29	18	13	6	2	2.35
Yrs. Taught								
1. 1	94	47	19	20	7	3	3	2.11
2. 2	120	40	23	14	16	5	2	2.28
3. 3	103	35	22	19	10	12	2	2.47
4. 4	103	33	21	12	21	13	–	2.59
5. 5	123	42	20	13	12	10	3	2.37

SECTION G2.

H. I enjoy teaching

		Responses (In Percents)						
		1	2	3	4	5	6	
Major	N	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Mean
1. Art	11	-	-	-	9	64	27	5.18
2. Business	24	-	-	-	17	33	50	5.33
3. Dist Ed	12	-	-	-	8	50	42	5.33
4. Elem	121	-	1	3	11	33	52	5.32
5. English	27	-	-	4	15	30	52	5.30
6. HPE	30	-	-	-	3	47	50	5.47
7. Home Ec	15	-	-	-	13	60	27	5.13
8. Ind Ed	12	-	-	-	8	58	33	5.25
9. Fgn Lang	8	-	13	-	-	25	63	5.25
10. LEM	7	-	-	14	14	57	14	4.71
11. Math	11	9	9	9	18	46	9	4.09
12. Sciences	15	-	-	7	7	60	27	5.07
13. Music	18	-	6	-	28	17	50	5.06
14. Soc Sci	12	-	-	8	8	42	42	5.17
15. EMR	55	2	2	2	4	36	55	5.35
16. H.I.	17	-	-	-	-	35	65	5.65
17. LBD/Elem	125	-	-	2	6	34	57	5.46
18. Sph&HrTh	30	-	-	-	10	53	37	5.27
Total	550	0	1	2	9	39	49	5.31
Teaching Field								
1. Elem	127	-	1	3	11	33	52	5.32
2. Sec Ed	72	1	3	6	11	40	39	5.03
3. Spec Ed	227	0	0	2	6	37	54	5.42
4. Specialize	123	-	1	1	12	45	42	5.25
Teaching Location								
1. Rural	241	-	1	3	8	42	48	5.33
2. Suburban	244	1	1	2	10	37	49	5.28
3. Urban	55	-	-	4	13	33	51	5.31
Yrs. Taught								
1. 1	94	1	1	3	13	37	45	5.18
2. 2	120	-	-	3	10	34	53	5.36
3. 3	105	-	1	3	7	36	53	5.38
4. 4	102	1	2	2	8	45	42	5.21
5. 5	122	-	1	1	8	41	49	5.37

SECTION G2.

I. Teaching is a good a job as any

		Responses (In Percents)						
		1	2	3	4	5	6	
Major	N	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Mean
1. Art	11	-	9	27	9	46	9	4.18
2. Business	24	-	-	8	17	50	25	4.92
3. Dist Ed	12	8	8	25	33	25	-	3.58
4. Elem	118	3	9	20	19	31	20	4.23
5. English	27	4	7	11	19	37	22	4.44
6. HPE	28	4	7	25	25	32	7	3.96
7. Home Ec	15	-	7	27	40	27	-	3.87
8. Ind Ed	12	-	8	8	17	33	33	4.75
9. Fgn Lang	8	-	-	38	25	25	13	4.13
10. LEM	6	-	-	17	50	33	-	4.17
11. Math	11	-	27	18	18	27	9	3.73
12. Sciences	15	7	40	13	13	20	7	3.20
13. Music	18	6	6	28	44	6	11	3.72
14. Soc Sci	12	-	-	8	50	8	33	4.67
15. EMR	55	4	7	6	42	24	18	4.29
16. H.I.	15	-	-	20	20	47	13	4.53
17. LBD/Elem	125	7	10	13	21	28	22	4.18
18. Sph&HrTh	30	3	23	17	17	27	13	3.80
Total	542	4	9	16	24	29	17	4.17
Teaching Field								
1. Elem	123	3	9	20	18	31	19	4.20
2. Sec Ed	72	3	15	15	24	25	18	4.07
3. Spec Ed	225	5	10	12	25	28	19	4.19
4. Specialize	121	3	5	20	29	31	12	4.19
Teaching Location								
1. Rural	239	3	10	16	27	29	15	4.13
2. Suburban	241	4	10	17	22	30	17	4.14
3. Urban	52	6	6	14	23	23	29	4.38
Yrs. Taught								
1. 1	91	1	9	19	22	29	21	4.31
2. 2	120	3	8	16	24	30	19	4.28
3. 3	101	4	10	15	25	24	23	4.23
4. 4	101	4	17	14	29	26	11	3.88
5. 5	122	7	6	16	20	37	15	4.19

SECTION G2.

J. There are more advantages than disadvantages to teaching as a career

Major	N	Responses (In Percents) 1 Strongly Disagree	2 Moderately Disagree	3 Slightly Disagree	4 Slightly Agree	5 Moderately Agree	6 Strongly Agree	Mean
1. Art	10	-	-	20	20	50	10	4.50
2. Business	23	-	-	-	30	48	22	4.91
3. Dist Ed	12	-	-	25	17	42	17	4.50
4. Elem	119	1	4	8	21	39	27	4.73
5. English	25	-	4	4	24	24	44	5.00
6. HPE	30	-	-	7	27	53	13	4.73
7. Home Ec	15	-	-	7	60	7	27	4.53
8. Ind Ed	12	-	-	17	42	8	33	4.53
9. Fgn Lang	8	-	13	13	13	25	38	4.63
10. LEM	7	-	-	-	29	29	43	5.14
11. Math	11	-	18	9	27	36	9	4.09
12. Sciences	15	-	-	13	27	40	20	4.67
13. Music	17	-	18	-	35	24	24	4.35
14. Soc Sci	11	-	9	9	46	9	27	4.36
15. EMR	57	2	2	12	26	33	25	4.61
16. H.I.	17	-	-	6	41	47	6	4.53
17. LBD/Elem	119	-	1	11	26	32	30	4.80
18. Sph&HrTh	30	7	-	3	27	47	17	4.57
Total	538	1	3	9	27	35	25	4.69
Teaching Field								
1. Elem	125	1	4	8	21	40	26	4.74
2. Sec Ed	69	-	7	9	28	28	29	4.62
3. Spec Ed	223	1	1	10	27	36	25	4.70
4. Specialize	120	-	3	8	33	33	23	4.65
Teaching Location								
1. Rural	235	1	2	7	30	38	23	4.69
2. Suburban	241	1	4	10	26	32	27	4.64
3. Urban	53	-	-	11	23	36	30	4.85
Yrs. Taught								
1. 1	91	1	4	4	29	37	24	4.69
2. 2	116	2	3	9	26	38	22	4.62
3. 3	103	-	2	9	27	32	30	4.80
4. 4	102	1	3	12	30	34	20	4.53
5. 5	119	-	2	10	24	34	30	4.81

SECTION G2.

K. I would be willing to take any job related to teaching

Major	N	Responses (In Percents)						Mean
		1	2	3	4	5	6	
		Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	
1. Art	11	36	9	18	18	9	9	2.82
2. Business	24	13	4	17	33	25	8	3.79
3. Dist Ed	12	17	25	25	8	17	8	3.08
4. Elem	121	7	12	23	27	17	13	3.73
5. English	27	7	15	22	30	26	-	3.52
6. HPE	30	13	13	23	20	23	7	3.47
7. Home Ec	15	7	7	40	13	27	7	3.67
8. Ind Ed	12	17	8	8	25	-	42	4.08
9. Fgn Lang	8	-	25	-	25	50	-	4.00
10. LEM	7	43	14	14	29	-	-	2.26
11. Math	11	9	36	27	27	-	-	2.73
12. Sciences	15	27	13	20	20	13	7	3.00
13. Music	18	39	11	6	17	22	6	2.89
14. Soc Sci	12	-	8	17	42	8	25	4.25
15. EMR	57	9	12	12	28	32	7	3.82
16. H.I.	17	6	18	18	18	35	6	3.76
17. LBD/Elem	124	7	13	16	37	19	9	3.75
18. Sph&HrTh	30	20	23	27	17	10	3	2.83
Total	551	11	14	19	27	20	9	3.58
Teaching Field								
1. Elem	127	7	13	23	28	17	13	3.73
2. Sec Ed	72	10	18	19	28	19	6	3.46
3. Spec Ed	228	9	14	17	31	22	8	3.64
4. Specialize	123	20	11	20	21	18	11	3.37
Teaching Location								
1. Rural	241	14	11	20	28	16	11	3.53
2. Suburban	245	11	18	16	26	21	8	3.52
3. Urban	55	2	11	20	31	29	7	3.96
Yrs. Taught								
1. 1	94	12	12	13	29	25	11	3.74
2. 2	119	13	17	19	28	13	10	3.39
3. 3	105	12	11	14	34	19	9	3.62
4. 4	103	12	17	24	21	18	9	3.43
5. 5	123	7	11	21	27	25	8	3.76

Teachers' Narrative Suggestions on How BGSU Can Better Prepare Teachers

(This Report is Volume 7 of a 7 Volume Set of
Evaluation Reports Related to Teachers' Appraisals
of Their BGSU Preparation for the Teaching Profession
(Based on 552 1980-85 Graduates)

The other six volumes are:

Volume 1. Teachers' Summary Evaluations of Their BGSU Programs

Volume 2. Teachers' Evaluations of Selected BGSU Courses and Experiences

Volume 3. Teachers' Needs and Proficiencies in Selected Competencies -- Also, Where These Competencies Were Developed

Volume 4. Teachers' Evaluations of Their BGSU (1) Academic/ Career Advising and (2) Instructional Materials

Volume 5. A Comparison of Teachers' Expectations and On-the-Job Realities for Selected Working Conditions

Volume 6. The Concerns and Attitudes of Teachers Prepared at BGSU

PLEASE SAVE FOR FUTURE REFERENCE
If not interested in content,
please return to: Fred L. Pigge,
Room 310, Education Building

Report Prepared for the Faculty of the Program Areas
College of Education and Allied Professions
Bowling Green State University

by

Office of Educational Research & Services
Fred L. Pigge, Director

Summer and Fall, 1986

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Foreword

A companion document entitled "Appraisals of the Performances of Teachers Prepared at Bowling Green State University" (OERS; Summer, 1986; 88 pages) was prepared and distributed to program leaders during the first week of September, 1986. This companion report presents evaluative performance summaries from 627 principals or supervisors of teachers who were prepared at BGSU during 1980-85. The primary purpose of this document was to report how BGSU's "products" were perceived to be performing in the field.

On the other hand, the present volume is one of seven that present summaries of how 552 former BGSU students who had one through five years teaching experience evaluated various segments/courses/ experiences of their BGSU teacher education programs. The titles of the present as well as the other six volumes are listed on the cover page of this report.

It should be noted that Section A is the same for each of the seven volumes. The description of the population, respondents, and the questionnaire, three items that are presented in Section A, permit each volume to stand on its own. "New" non-repeating material begins with Section B of each volume.

Teachers' Narrative Suggestions on How BGSU Can Better Prepare Teachers

Overview

This volume of the total evaluation report presents summaries, by teaching field and major area, of the teachers' narrative responses to these two statements (found on page 8 of the questionnaire):

#3. Use this space to expand upon or comment on any of your previous ratings.

#4. How can we better prepare teachers in your area of specialization? (If possible, give specific suggestions.)

In order to give the reader of this volume a feeling for the entire study, Section A will present a descriptive discussion of the population and the respondents. A copy of the questionnaire is also presented in Section A. Section B will present the summaries of the teachers' narrative comments or suggestions.

Section A

The Questionnaire and Description of the Respondents

Population

The data in Table 1 indicate that for the five years between 1980 and 1984, inclusive, that there were 3,422 graduates of BGSU who were qualified to receive State of Ohio Teaching Certificates. As of October, 1984, 1116 (33%) of these graduates were found to be teaching in the State of Ohio. This search, done by the Computer Services Division of the State

Table 1
Number of 1980 Through 1984 Graduates by Major and Number and Percent Teaching in Ohio as of October, 1984

Major Code	Description	# of Grads 80-84	# 80-84 Grads Teaching in Ohio and Sent Questionnaire	% Working in Ohio
120	American Studies	4	0	0
130 & 135	Art	58	21	36
150,162,165	Business	145	41	28
155	Biology	41	14	34
205	Chemistry	6	3	50
217	Communications	16	6	38
220	Computer Science	11	1	9
225	Distributive Educ	47	17	36
245	Early Childhood	65	13	20
250	Earth Science	9	1	11
270	Elementary Education	810	236	29
274 & 275	P.E.I. (Elem Ed)	51	12	24
280	English	100	33	33
294	Environmental Science	6	1	17
305	French	11	4	36
340	Geography	3	1	33
360	German	7	4	57
405	HPER III	26	3	12
410	HPER II	17	3	18
415	Health	46	5	11
417	PE Plan III	105	32	30
418	PE Plan II	135	23	17
419	PE RH	2	0	0
420	History	25	3	12
440	Home Economics	82	30	37
450	Industrial Education	77	28	36
510	Journalism	11	6	55
540	Library & Ed Media	36	12	33
551 & 550	Math, Computer Sci	95	24	25
591	Music	226	54	24
640	Physics	4	2	50
650	Political Science	7	1	14
670	Psychology	21	2	10
820	Science Comprehensive	19	14	74
840	Social Studies	119	26	22
850	Spanish	22	9	41
852	MSPH/Elem	7	2	29
853	EMR/Elem	93	53	57
854	MSPH/EMR	93	32	34
856	HI/Elem	105	34	32
857	LBD/Elem	412	219	53
858	EMR	37	20	54
859	MSPH	12	3	25
860	Speech	37	4	11
861	LBD	3	1	33
862	Hearing Impaired	2	1	50
863	LBD/EMR/Elem	4	2	50
870	Speech&Hear Therapy	152	60	39
	TOTALS	3422	1116	33%

Department of Education, keyed in on students' social security numbers furnished by BGSU and utilized the October 1984 building principal reports. (Each building principal in the State is required to complete in October a report listing basic data on each of his/her teachers.)

Sample

In April and May, 1985, an eight page evaluative follow-up instrument was mailed to each of these 1116 teachers. A copy of this questionnaire is presented on the next eight pages of this document. The analyses and summaries of the teachers' (past BGSU students') responses to this questionnaire form the basis for the present document.

Respondents

Data in Table 2 reveal that 552 (49%) of the teachers completed the instrument. One reminder to non-respondents was sent approximately three weeks after the initial mailing.

Combining the information presented in Tables 1 and 2 and, as an illustration, for the English majors, it may be observed from Table 1 that there were 100 English graduates between 1980 and 1984 and 33 (33%) of them were found to be teaching in Ohio during October, 1984. However, in Table 2 and for the English area, it may be observed that 49 questionnaires were sent to these teachers. The 49 graduates in the general English area were derived as follows: Communications (6), English (33), Journalism (6), and Speech (4). Similar groupings were done within other major areas, reducing the 48 specific entries in Table 1 to 18 general categories in Table 2. Findings of the

4.

Bowling Green State University

College of Education
Office of Research and Services
Suite 310 Education Building
Bowling Green, Ohio 43403
(419) 372-0151 Ext. 274
Cable BGSUOH

Spring, 1985

TO: Recent Graduates
College of Education
BGSU

Dear Teacher Graduate:

Faculty and staff in the College of Education often ask ourselves questions like, "Just how well have we prepared our graduates for teaching?" 'How valuable are some of the required courses?" "Are we emphasizing needed competencies?" The purpose of this correspondence is for assistance in helping us arrive at answers to these questions.

Please take a few minutes to give us your honest reactions to the questions posed on the accompanying questionnaire. This questionnaire is being sent to recent BGSU graduates (1980-84) who are teaching in the State of Ohio. After analyzing your responses and summarizing your comments, we will be in a better position than we are now to make plans for improving our teacher education programs.

There are three primary reasons why the College of Education conducts follow-up evaluative endeavors approximately every fourth or fifth year:

1. We desire to know what graduates think of the courses, projects and experiences in which they were required to enroll.
2. The responses, as a total group and by each major, should suggest specific and worthwhile changes and revisions in our curriculums.
3. The Ohio State Department of Education and various regional and national accrediting agencies demand that evaluative follow-up studies of past teacher education graduates be completed at periodic intervals and that the results be utilized to promote better and stronger programs.

Please be assured that your responses will remain anonymous. Only summary tabulations by years of experience, teaching areas, or other groupings will be presented to our faculty and to the accrediting agencies. When your responses have been coded onto computer tape, this questionnaire will be destroyed. Under no circumstances will your responses be known to any of our faculty or used to your betterment or detriment.

We realize this somewhat lengthy form will take several minutes for you to conscientiously complete. In debating whether to use a short form or a longer questionnaire, the faculty concluded that the present form would permit you to give us more valuable information and insights and should thus be used in gathering data for planning purposes. Needless to say, WE ARE APPRECIATIVE OF YOUR COOPERATION IN COMPLETING THIS FORM.

If at all possible, please return the completed form via the enclosed pre-addressed, postage-paid envelope within 10 to 14 days of its receipt.

Sincerely yours,

Fred Pigge

Fred L. Pigge, Director
Educational Research & Services

P.S. Be sure to read item 5
on the last page.

1	___	___	___	___
1	2	3	4	5

AN APPRAISAL OF MY PREPARATION AS A TEACHER
AT BOWLING GREEN STATE UNIVERSITY

There are several sections to this questionnaire. Section A asks for personal data, such as name, major, where you are teaching, etc. Other sections consist of questions which, for example, will permit you to "evaluate" your experience at BGSU. (Ignore the numbers in parentheses, they are for data entry use only.)

SECTION A: Placement and Experience Data

1. Name ______________________ Social Security Number ______________ (6-14)

______ (18)

2. Undergraduate Major(s) ______________________ (15-17) Minor(s) ______________ (19-21)

3. Grades or Subjects Taught During Student Teaching ______________________ (22-24)

4. Grades or Subjects Taught This Year ______________________ (25-27)

5. Employing School District ______________________
name
____
address
____

6. In your opinion, how would your school building be classified?

_______ 1. Rural _______ 2. Suburban (includes small cities) _______ 3. Urban (large cities over 50,000) (28)

7. In your opinion, how would the high school you attended be classified? (29)

_______ 1. Rural _______ 2. Suburban _______ 3. Urban

8. Including the present year, how many years have you taught? _______ yrs. (30)

9. When did you graduate from BGSU? 19 _______ (31-32)

10. What is your current status regarding a Masters degree?

_____ 1. Have not taken any courses.
_____ 2. Have taken 1 or 2 courses.
_____ 3. About ¼ done.
_____ 4. About ½ done.
_____ 5. About ¾ done. (33)
_____ 6. Have a Masters degree

11. What grade would you give the teacher education training you received at BGSU? (34)

_____ 1. A
_____ 2. B
_____ 3. C
_____ 4. D.
_____ 5. F (Fail)
_____ 6. Don't know

12. (Optional) What, to the best of your memory, was your final overall undergraduate grade-point average at BGSU?

_____ 1. 2.00 - 2.24
_____ 2. 2.25 - 2.49
_____ 3. 2.50 - 2.74
_____ 4. 2.75 - 2.99
_____ 5. 3.00 - 3.24 (35)
_____ 6. 3.25 - 3.49
_____ 7. 3.50 - 3.74
_____ 8. 3.75 - 4.00

SECTION B: Courses and Experiences

6.

1 Please circle the numeral which indicates your rating of the value of each of these courses or experiences in your preparation to become a teacher

Courses	Highly Valuable	Valuable	Of Moderate Value	Of Little Value	Of No Value	Not Required In My Program	
A. Exploring the Profession (EDFI CI 202, PEP 247 or 233, MUED 240, etc. — the introductory education course — regardless of teaching area)	5	4	3	2	1	0	(36)
B. Educational Psychology (EDFI 302)	5	4	3	2	1	0	(37)
C. Methods course (or methods sequence if elementary, special education or foreign language) Examples are: Secondary Methods; Math and Science Methods, and other "How to Courses"	5	4	3	2	1	0	(38)
D. Reading in the Content Area (EDCI 360)	5	4	3	2	1	0	(39)
E. Educational Media (LEM 301)	5	4	3	2	1	0	(40)
F. Exceptional Child in Regular Classroom (EDSE 311)	5	4	3	2	1	0	(41)
G. Adaptive Physical Education (PEP 433)	5	4	3	2	1	0	(42)
H. Assessment and Evaluation in Education (Test and Measurements) (EDFI 402)	5	4	3	2	1	0	(43)
I. Assessment and Evaluation in Physical Education (Tests and Measurements (PEP 402)	5	4	3	2	1	0	(44)
J. Education in a Pluralistic Society (EDFI 408)	5	4	3	2	1	0	(45)
K. Organization and Administration of Education in American Society (EDAS 409)	5	4	3	2	1	0	(46)
Field Experience							
L. Student Teaching	5	4	3	2	1	0	(47)
M. Student Teaching Seminars	5	4	3	2	1	0	(48)
N. Field Experiences Related to EDCI/FI 202 or other such courses (see "A" above)	5	4	3	2	1	0	(49)
O. All other field experiences you may have taken, such as MEP, Methods Observations, MUED 340, etc. If possible, list the experience(s) you are rating ____________________ ____________________	5	4	3	2	1	0	(50)

2. Please check the one answer you consider most appropriate.

A. BGSU gave me very early in my studies an adequate orientation to teacher education, e.g., career options, employment potential, working conditions and expectations, salaries, etc. (circle numeral)

5	5	3	2	1	
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	(51)

B. The number of courses or credits required for my **major** (Non-education courses, such as English courses for English majors; math courses for math majors; HPER non-methods courses for HPER majors; music performance, applied studies, music history and composition courses for music majors; etc.) was: (52)

_______ 1. too large or too many
_______ 2. too small or too few
_______ 3. about right

C. The content of the courses covered in "B" above was: (53)

_______ 1. very relevant to the needs of the teachers
_______ 2. moderately relevant to the needs of teachers
_______ 3. largely irrelevant to the needs of teachers

D. The content of the courses covered in "B" above was: (54)

_______ 1. too broad and general for the needs of teachers
_______ 2. too narrow and specialized; too indepth
_______ 3. well balanced to provide both the necessary breadth and depth

E. The number of credits or courses required in the **professional component** (commonly called "the education courses" — examples are: the courses listed at the beginning of this Section B (EDFI/CI 202, Ed Psy, Student Teaching, etc., MUED courses such as 240, 340, 359 and other required education courses for music majors, etc.) was: (55)

_______ 1. too large or too many
_______ 2. too small or too few
_______ 3. about right

F. The content and experiences making up the professional component (described in E above) were: (56)

_______ 1. generally well suited to preparation of a teacher
_______ 2. somewhat suited to preparation of a teacher
_______ 3. of very little real contribution to preparation of a teacher

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SECTION C: Your Perceived Need for and Proficiency in Selected Competencies — Also, Where were These Proficiencies Developed?

Presented below are descriptions of 28 competency areas In the first column **(NEED)**, please indicate by circling the appropriate numeral your need for possessing each competency in carrying out your teaching functions In the second column **(PROFICIENCY)**, please denote an estimate of your classroom proficiency for each competency Finally, in the third column **(WHERE DEVELOPED?)**, please denote, in order, the one, two or three areas or experiences that contributed most to your noted proficiency

For the **WHERE DEVELOPED?** column, please choose from among these nine areas or experiences

Code	**Possible Contributors**
1	— Pre-student teaching field experience
2	— Student Teaching
3	— Clinical Laboratory (2nd floor of Education Building)
4	— Other course work and experience at BGSU
5	— First year teaching experience
6	— Teaching experience after first year
7	— Inservice training
8	— Other teachers
9	— Supervisors and/or administrators

An illustrative example:

Need					Proficiency					Where Developed?		
High		Ave		Low	High		Ave		Low	Most	2nd Most	3rd Most
[✓ 5]	4	3	2	1	5	[✓ 4]	3	2	1	2	4	5

For item 1 below, "Your ability to prepare and develop lesson plans and teaching units," a teacher may have circled a 5 under **NEED** to show that she had a high need for this competency, may have circled 4 for a **PROFICIENCY** rating, and under **"WHERE DEVELOPED?"** may have put, in order **2 4 5.** She is telling us that she credits "student teaching" (code 2) as the most important contributing experience to her proficiency in this area, that she thought "other course work and experience at BGSU" (code 4) contributed 2nd most and that "first year teaching experience" (code 5) was the third greatest contributing cause to her proficiency in developing lesson plans and teaching units. At times it may be difficult for you to list more than one or two areas which were the primary contributing causes for a certain proficiency level; in this case please feel free to leave the third and/or the second space(s) blank.

Your Ability to: COMPETENCIES	To be successful in your job, what is your NEED for this competency?					An Estimate of Your Classroom PROFICIENCY in this Area					WHERE DEVELOPED?			
	High		Average		Low	High		Average		Low	Most	2nd Most	3rd Most	
1. Prepare and develop lesson plans and teaching units	5	4	3	2	1	5	4	3	2	1				(57-61)
2. Deal with pupil behavior problems	5	4	3	2	1	5	4	3	2	1				(62-66)
3. Select, prepare, and effectively utilize educational media	5	4	3	2	1	5	4	3	2	1				(67-71)
4. Analyze and evaluate your teaching performance skills	5	4	3	2	1	5	4	3	2	1				(72-76)
													2 (1)	(2) (3) (4) (5)
5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils	5	4	3	2	1	5	4	3	2	1				(6-10)
6. Diagnose pupil problems (via testing instruments, observational techniques, etc.)	5	4	3	2	1	5	4	3	2	1				(11-15)
7. (After diagnosis)... make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes	5	4	3	2	1	5	4	3	2	1				(16-20)
8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	5	4	3	2	1	5	4	3	2	1				(21-25)
9. Motivate student achievement via modeling, reinforcement, provision of success experience, appeal to student interests, etc.	5	4	3	2	1	5	4	3	2	1				(26-30)
10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.	5	4	3	2	1	5	4	3	2	1				(31-35)
11. Teach reading in your grade or subject area	5	4	3	2	1	5	4	3	2	1				(36-40)
12. Prepare teacher made tests and evaluate/report pupil progress	5	4	3	2	1	5	4	3	2	1				(41-45)
13. Understand and utilize standardized tests	5	4	3	2	1	5	4	3	2	1				(46-50)
14. Communicate effectively with parents and students regarding student progress	5	4	3	2	1	5	4	3	2	1				(51-55)

·8.

Your Ability to COMPETENCIES	To be successful in your job what is your NEED for this competency?					An Estimate of Your Classroom PROFICIENCY in this Area					WHERE DEVELOPED?			
	High		Average		Low	High		Average		Low	Most	2nd Most	3rd Most	
15 Be aware of the possible parallels and inconsistencies between your views or beliefs of the aims and goals of education and those of your school	5	4	3	2	1	5	4	3	2	1	____	____	____	(56-60)
16. Resolve the conflicts between your philosophical views and the actual day-to-day operations of your school	5	4	3	2	1	5	4	3	2	1	____	____	____	(61-65)
17. Understand the major principles of school law as they apply to areas such as due process, contracts, teaching liability, corporal punishment, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(66-70)
18. Understand the major principles of school law as they relate to community/board/administration/staff relations, the local and state governance of the school, school finances, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(71-75)
19. Develop instructional objectives and strategies for a multicultural classroom setting; e.g., to accent ethnic awareness, development of positive inter-and-intra-group relations, development of teaching strategies based on due regard for bilinguality, etc.	5	4	3	2	1	5	4	3	2	1	____	____	____	(76-80)

3 ___ ___ ___ ___ ___
(1) (2) (3) (4) (5)

20. Use classroom time effectively	5	4	3	2	1	5	4	3	2	1	____	____	____	(6-10)
21. Apply effective questioning/thinking skills	5	4	3	2	1	5	4	3	2	1	____	____	____	(11-15)
22. Establish teachable moments, i.e., establish situation where everything "jells"	5	4	3	2	1	5	4	3	2	1	____	____	____	(16-20)
23. Teach physical education in your grade or subject area	5	4	3	2	1	5	4	3	2	1	____	____	____	(21-25)
24. Teach music at your grade level	5	4	3	2	1	5	4	3	2	1	____	____	____	(26-30)
25. Teach art at your grade level	5	4	3	2	1	5	4	3	2	1	____	____	____	(31-35)
26. Encourage and facilitate the development of children's social skills and enhanced self-concepts	5	4	3	2	1	5	4	3	2	1	____	____	____	(36-40)
27. Adequately challenge your gifted/talented students	5	4	3	2	1	5	4	3	2	1	____	____	____	(41-45)
28. Adequately teach handicapped pupils who have been or may be "mainstreamed" into your classroom	5	4	3	2	1	5	4	3	2	1	____	____	____	(46-50)

SECTION D: Academic and Career Advising at BGSU (Circle your response)

	Highly Positive	Positive	Average or So-So	Negative	Highly Negative	Did Not Use	
1. How do you feel about the quality of advising from your assigned faculty advisor?	5	4	3	2	1	0	(51)
2. … advice and guidance from the Program Advisement Center on the 3rd floor of the Education Building?	5	4	3	2	1	0	(52)
3. Advice from individual professors you might have sought out?	5	4	3	2	1	0	(53)
4. How do you feel in a general sense about the quality of overall career (job) advising services that were available to you?	5	4	3	2	1	0	(54)
5. Please rate the services of the Career and Placement Center in helping you find a teaching position.	5	4	3	2	1	0	(55)

SECTION E: Instructional Materials at BGSU

1. Please rate the materials and services of the INSTRUCTIONAL MEDIA CENTER (facilities located on the 1st and 2nd floors of the Education Building).

Did you use the Center? ______ yes; ______ no. (If "No," skip to #2; if "yes", please answer A-G below.) (56)
(1) (2)

	Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A. Hours of accessibility	5	4	3	2	1	(57)
B. Workshop facilities where you could prepare new instructional materials or copy existing materials	5	4	3	2	1	(58)
C. Availability of materials	5	4	3	2	1	(59)
D. Usage regulations	5	4	3	2	1	(60)
E. Helpfulness of staff	5	4	3	2	1	(61)
F. Relation to coursework	5	4	3	2	1	(62)
G. Relation to the learning of teaching skills	5	4	3	2	1	(63)

2. Please rate the materials and services of the CURRICULUM LIBRARY (located in the Library).

Did you use the Curriculum Library? ______ yes; ______ no. (If "No," skip to #3; if "yes," please answer A - J below.) (64)
(1) (2)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A.	Hours of accessibility	5	4	3	2	1	(65)
B.	Workshop facilities where you could prepare new instructional materials or copy existing materials	5	4	3	2	1	(66)
C.	Various media, such as maps, globes, charts, pictures, films, video/audio tapes, recordings, etc.	5	4	3	2	1	(67)
D.	Examples of courses of study and teaching units	5	4	3	2	1	(68)
E.	Examples of books commonly used in the elementary and secondary schools	5	4	3	2	1	(69)
F.	Availability of materials	5	4	3	2	1	(70)
G.	Usage regulations	5	4	3	2	1	(71)
H.	Helpfulness of staff	5	4	3	2	1	(72)
I.	Relation to course work	5	4	3	2	1	(73)
J.	Relation to the learning of teaching skills	5	4	3	2	1	(74)

4 ___ ___ ___ ___ ___
(1) (2) (3) (4) (5)

3. Please rate the materials and services of the CLINICAL LAB (located on the second floor of the Education Building).

Did you use the Clinical Lab? ______ yes; ______ no. (If "No," go to Section F; if "Yes," please answer A-F below.) (6)
(1) (2)

		Highly Positive	Positive	Average or So-So	Negative	Highly Negative	
A.	Hours of accessibility	5	4	3	2	1	(7)
B.	Various media and materials	5	4	3	2	1	(8)
C.	Helpfulness of staff	5	4	3	2	1	(9)
D.	Availability of materials	5	4	3	2	1	(10)
E.	Relation to course work	5	4	3	2	1	(11)
F.	Relation to the learning of teaching skills	5	4	3	2	1	(12)

SECTION F. Prior Expectations and On-The-Job Realities

Near the end of your college career you probably had some preconceived notions or expectations of the working conditions you would experience as a full-time teacher. The purpose of this section is to determine the difference, if any, between what you expected and what you found.

Response Code:	1	2	3	4	5
	Highly Negative	Negative	Average or No Opinion	Positive	Highly Positive

Please circle the responses for your "prior expectations" on the left, your "on-the-job realities" on the right.

	Prior Expectations					Conditions/Environment	What you found or on-the-job-reality					
	Negative				Positive	1. Instructional help/guidance/advice from	Negative				Positive	
(13)	1	2	3	4	5	A. Other teachers	1	2	3	4	5	(30)
(14)	1	2	3	4	5	B. Administrators/Supervisors/Department Heads	1	2	3	4	5	(31)
(15)	1	2	3	4	5	C. Inservice Training	1	2	3	4	5	(32)
(16)	1	2	3	4	5	D. College course work/experiences	1	2	3	4	5	(33)
						2. Rapport with and respect of						
(17)	1	2	3	4	5	A. Students	1	2	3	4	5	(34)
(18)	1	2	3	4	5	B. Parents of students	1	2	3	4	5	(35)
(19)	1	2	3	4	5	C. Other teachers	1	2	3	4	5	(36)
(20)	1	2	3	4	5	D. Administrators/Supervisors/Department Heads	1	2	3	4	5	(37)
(21)	1	2	3	4	5	E. Community members	1	2	3	4	5	(38)
(22)	1	2	3	4	5	3. Budgetary support for my teaching area	1	2	3	4	5	(39)
						4. Support (and encouragement) of my teaching area from						
(23)	1	2	3	4	5	A. Parents	1	2	3	4	5	(40)
(24)	1	2	3	4	5	B. Other teachers	1	2	3	4	5	(41)
(25)	1	2	3	4	5	C. Administrators	1	2	3	4	5	(42)
(26)	1	2	3	4	5	D. Community members	1	2	3	4	5	(43)
(27)	1	2	3	4	5	5. Physical facilities for my teaching area	1	2	3	4	5	(44)
(28)	1	2	3	4	5	6. Equipment for my teaching area	1	2	3	4	5	(45)
(29)	1	2	3	4	5	7. Parent-teacher conferences	1	2	3	4	5	(46)

SECTION F continued

10.

	Prior Expectations						Conditions/Environment	What you found or on-the-job-reality					
	Negative				Positive			Negative				Positive	
(47)	1	2	3	4	5	8.	Scheduling of classes (or class time) to complete desired objectives	1	2	3	4	5	(54)
(48)	1	2	3	4	5	9.	An environment that is conducive to professional growth and development	1	2	3	4	5	(55)
(49)	1	2	3	4	5	10.	Feelings of accomplishment	1	2	3	4	5	(56)
(50)	1	2	3	4	5	11.	Work load (time, energy-needed, numbers of pupils, classes, number of preparations, etc.)	1	2	3	4	5	(57)
(51)	1	2	3	4	5	12.	Behavior of pupils	1	2	3	4	5	(58)
(52)	1	2	3	4	5	13.	My teaching being observed by administrator(s)	1	2	3	4	5	(59)
(53)	1	2	3	4	5	14.	Level of job satisfaction	1	2	3	4	5	(60)

SECTION G. Concerns and Attitudes*

1. For the following items, please consider yourself "concerned" about a thing **if you think about it frequently and would like to do something about it personally.** You are not concerned about a thing simply because you believe it is important — if it seldom crosses your mind, or you are satisfied with the current state of affairs, do not say you are concerned about it. You may be concerned about things you are not currently dealing with, but only if you anticipate dealing with them and frequently think about them from this point of view. IN SHORT, YOU ARE CONCERNED ABOUT IT IF YOU OFTEN THINK ABOUT IT AND WOULD LIKE TO DO SOMETHING ABOUT IT.

5 (1) ___ (2) ___ (3) ___ (4) ___ (5)

Read each statement, then ask yourself:

WHEN I THINK ABOUT MY TEACHING,
HOW MUCH AM I CONCERNED ABOUT THIS?

1 = Not concerned
2 = A little concerned
3 = Moderately concerned
4 = Very concerned
5 = Extremely concerned

		Please Circle					
		Not Concerned				Extremely Concerned	
A.	Lack of instructional materials	1	2	3	4	5	(6)
B.	Feeling under pressure too much of the time	1	2	3	4	5	(7)
C.	Doing well when a superior is present	1	2	3	4	5	(8)
D.	Meeting the needs of different kinds of students	1	2	3	4	5	(9)
E.	Too many noninstructional duties	1	2	3	4	5	(10)
F.	Diagnosing student learning problems	1	2	3	4	5	(11)
G.	Feeling more adequate as a teacher	1	2	3	4	5	(12)
H.	Challenging unmotivated students	1	2	3	4	5	(13)
I.	Being accepted and respected by professional persons	1	2	3	4	5	(14)
J.	Working with too many students each day	1	2	3	4	5	(15)
K.	Guiding students toward intellectual and emotional growth	1	2	3	4	5	(16)
L.	Whether each student is getting what he/she needs	1	2	3	4	5	(17)
M.	Getting a favorable evaluation of my teaching	1	2	3	4	5	(18)
N.	The routine and inflexibility of the teaching situation	1	2	3	4	5	(19)
O.	Maintaining the appropriate degree of class control	1	2	3	4	5	(20)

2. Please circle the numeral which describes the degree of your agreement or disagreement to each of the attitudinal statements. There are, of course, no right or wrong answers. Please respond truthfully. The numerical code is:

1 = Strongly disagree
2 = Moderately disagree
3 = Slightly disagree
4 = Slightly agree
5 = Moderately agree
6 = Strongly agree

		Strongly Disagree					Strongly Agree	
A.	Teaching is about the best job that I can think of	1	2	3	4	5	6	(21)
B.	There are a lot of advantages to teaching	1	2	3	4	5	6	(22)
C.	I don't care for the work of a teacher	1	2	3	4	5	6	(23)
D.	Teaching would be a wonderful occupation for anyone	1	2	3	4	5	6	(24)
E.	Teaching may be all right for some people but not for me	1	2	3	4	5	6	(25)
F.	I am not convinced of the importance of a teaching career	1	2	3	4	5	6	(26)
G.	Teaching, as a career, is not worth the sacrifice of going to college, the long hours of work and the low pay	1	2	3	4	5	6	(27)
H.	I enjoy teaching	1	2	3	4	5	6	(28)
I.	Teaching is as good a job as any	1	2	3	4	5	6	(29)
J.	There are more advantages than disadvantages to teaching as a career	1	2	3	4	5	6	(30)
K.	I would be willing to take any job related to teaching	1	2	3	4	5	6	(31)

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*Concerns checklist adapted from work of F. F. Fuller as reported by A. George, R&D Center, U. of Texas, 1976. Attitude scale due to work of Merwin and DiVesta, J. Counsel Psychol (Vol. 6), 302-08.

SECTION H. Summary

(Please circle or check your answers.)

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	
1. I was adequately prepared at BGSU as an entry level teacher.	6	5	4	3	2	1	(32)

2. Excluding possible leaves of absences, how long do you plan to teach? (33)
   ________ 1. This is my last year!
   ________ 2. Two or three more years.
   ________ 3. Maybe 5 more years.
   ________ 4. Maybe 10 more years.
   ________ 5. Fifteen or 20 more years.
   ________ 6. Until I retire.

3. Use this space to expand upon or comment on any of your previous ratings.

4. How can we better prepare teachers in your area of specialization? (If possible, give specific suggestions.)

5. We plan to select at random some principals of our 1980-84 graduates and ask them to respond to questions related to the teacher education program at BGSU and to the success of its graduates. If you have any objections to our contacting your principal about our program and the comparative success of its graduates, please so state below:

Table 2
Numbers and Percents of Teacher and Principal Respondents

Major Area	Number of Questionnaires Sent to Teachers and Their Principals	Teachers		Principals	
		Number Received	Percent	Number Received	Percent
1. Art	21	11	52	9	43
2. Business	41	24	59	24	59
3. Dist Educ	17	12	71	9	53
4. Elementary	249	121	49	141	57
5. English	49	27	55	28	57
6. HPE	78	30	38	34	44
7. Home Ec	30	15	50	19	63
8. Ind Educ	28	12	43	18	64
9. Foreign Lang	17	8	47	13	76
10. L.E.M.	12	7	58	10	83
11. Math	25	11	44	20	80
12. Sciences	35	14	40	22	63
13. Music	54	18	33	14	26
14. Social Sci	33	12	36	14	42
15. EMR	112	58	52	70	63
16. H.I.	35	16	46	17	49
17. LBD/Elem	220	126	57	128	58
18. Sph & HrTh	60	30	50	37	62
TOTALS	1116	552	49	627	56

teachers' ratings are presented by these 18 general program areas.

In addition, findings are also tabulated and presented by general teaching field (elementary, secondary education, specialized education and special education), by teaching location (rural, suburban, and urban), and by number of years of teaching experience (1 through 5).

The teachers were also asked two questions (Items A6 and A7) relative to how they would classify the school building in which they were teaching and also how they would classify the building(s) where they attended high school. Responses to Item A6 revealed that there were about an equal number of our graduates teaching in rural (44%) and suburban (46%) schools with the other 10% were working in urban buildings. It may be noted that the various special education majors were by far the largest contributors to the number who were teaching in the urban buildings. The responses to Item A7 indicate that approximately half (53%) of the teachers had attended suburban high schools, approximately one-third (34%) rural high schools, and the remaining 13% (N=70) had attended urban high schools.

Item 10 inquired as to the teachers' status regarding a masters degree. The analysis of the teachers' responses to this item revealed that 6% (approximately 30-35) of these teachers had their masters degrees, that approximately half (53%) had not taken any courses leading toward an advanced degree and that approximately one-fourth (26%) had taken 1 or 2 courses. Among the additional findings that are presented in relation to Item A10, it may be observed:

Teachers' Responses to Items A6 and A7

SECTION A: Placement and Experience Data

		Responses (In Percents)						
		6. How would your school building be classified?				7. How would the high school you attended be classified?		
Major	N	Rural	Suburban	Urban	N	Rural	Suburban	Urban
1. Art	11	64	36	-	11	55	36	9
2. Business	24	42	46	13	24	46	42	13
3. Dist Ed	12	58	25	17	12	8	75	17
4. Elem	118	49	40	11	120	38	48	14
5. English	27	44	48	7	27	44	48	7
6. HPE	30	40	43	17	30	30	67	3
7. Home Ec	14	50	36	14	15	40	60	-
8. Ind Ed	12	50	50	-	12	50	42	8
9. Fgn Lang	8	50	50	-	8	25	75	-
10. LEM	7	71	29	-	7	43	43	14
11. Math	11	27	73	-	11	55	36	9
12. Sciences	14	64	36	-	14	21	71	7
13. Music	18	72	28	-	18	50	44	6
14. Soc Sci	12	42	58	-	11	27	55	18
15. EMR	58	28	59	14	58	16	60	24
16. H.I.	15	13	67	20	16	19	50	31
17. LBD/Elem	124	40	47	13	124	33	54	13
18. Sph&HrTh	29	52	45	3	30	37	50	13
Total	544	44	46	10	548	34	53	13

Item 10
What is your current status regarding a Masters degree?

10. What is your current status regarding a Masters degree?

Major	N	1*	2*	3*	4*	5*	6*
1. Art	11	36	46	-	-	18	-
2. Business	24	58	17	8	-	-	17
3. Dist Ed	12	75	17	-	-	8	-
4. Elem	121	53	27	6	2	3	9
5. English	27	44	22	7	15	11	-
6. HPE	30	63	17	-	7	10	3
7. Home Ec	15	60	20	7	7	7	-
8. Ind Ed	12	67	25	8	-	-	-
9. Fgn Lang	8	75	25	-	-	-	-
10. LEM	7	57	14	-	14	-	14
11. Math	11	64	18	-	9	-	9
12. Sciences	14	43	36	7	7	7	-
13. Music	18	83	6	6	6	-	-
14. Soc Sci	12	50	17	8	8	-	17
15. EMR	58	47	36	7	3	5	2
16. H.I.	16	50	31	6	6	-	6
17. LBD/Elem	126	47	28	6	4	8	8
18. Sph&HrTh	30	53	23	-	10	3	10
Total	552	53	26	5	5	5	6
Teaching Field							
1. Elem	127	54	26	6	2	5	9
2. Sec Ed	71	52	24	6	10	4	4
3. Spec Ed	230	48	30	5	5	6	7
4. Specialize	123	63	20	4	4	5	5
Teaching Location							
1. Rural	241	58	29	3	3	5	3
2. Suburban	248	48	23	7	5	6	11
3. Urban	55	53	27	6	7	6	2
Yrs. Taught?							
1. 1	[illegible]	82	12	1	-	-	5
2. 2	[illegible]	65	26	3	2	1	3
3. 3	[illegible]	51	34	3	5	4	3
4. 4	104	36	29	11	8	7	11
5. 5	123	36	26	7	7	14	10

*1. Have not taken any courses
*2. Have taken 1 or 2 courses
*3. About 1/4 done
*4. About 1/2 done
*5. About 3/4 done
*6. Have a Masters degree

1. Teachers with more years of experience had made more progress toward masters degrees.
2. A greater proportion of suburban teachers than rural and urban teacher had their masters degrees.

Relative to the experience patterns of the teachers, the data indicate that there were approximately 95 first-year (17%), 120 second-year (22%), 105 third-year (19%), 105 fourth-year (19%), and 125 (23%) fifth-year teachers who responded to the various questionnaire items.

Section B

Summaries of the Teachers' Comments and/or Suggestions

This section will first present summaries of the teachers' comments related to statement 3: "Use this space to expand upon or comment on any of your previous ratings."

The latter part of Section B presents teachers' answers to this question: "How can we better prepare teachers in your area of specialization?"

Please note that an expression such as (34R) indicates that 34 teachers suggested or recommended approximately the same thing.

Statement #3: Use this space to expand upon or comment on any of your previous ratings.

ELEMENTARY EDUCATION

Courses not practical to teaching area (3R)
Methods provide best experience (8R)
Student teaching too short for adequate introduction to teaching
More classroom experience (6R)
BGSU excellent, ie., preparation, instructors, facilities (3R)
Irrelevant courses (4R)
Less emphasis on elementary, more junior high
Found a lot of difference between idealized and reality, ie., dealing with minorities, emotional problems,low income (2R)
Good MEP program (6R)
Need class on communicating with parents (2R)
Speech test should be given before senior year
Portfolios a plus
Firelands' courses were better than main campus's
Gave excellent preparation (2R)
Good general education courses (and their relevancy) depended on instructors (2R)
Need more on how to group students according to ability
To many music courses
Not taught ECRI (a reading mastery learning model)
Discipline course is needed (2R)
Career planning and placement offices good
Increase college entrance requirement
Course on legalities of teaching, i.e. contracts, benefits
Prepared for K-3, not for 4-8
Taught "How to Amuse" children, not "How to Teach"
Poor advisement (dual major should have been stressed)
Need more exposure on the non-teaching responsibilities, i.e., paperwork involved, grade books, etc.
Experience more beneficial than BGSU program
Satisfaction with teaching came when grade taught changed
MEP's--too much responsibility, unrealistic, too stressful (2R)
Math MEPs best teaching experience (outside of classroom)
Curriculum library excellent
__ __ was a good teacher (2R)
Poor advisors
__ __ was outstanding

SECONDARY--BY SUBJECT

BIOLOGY

Need more field experience
MEPS and student teaching are best preparations (2R)
More on contracts, pay schedules
General education courses worthless, i.e, ED408
Not taught how to plan a course curriculum

Statement #3 (cont'd): Use this space to expand upon or comment on any of your previous ratings.

CHEMISTRY

Low pay causes need to find another job

COMMUNICATIONS

Well prepared
Need to know how to deal with poor administrators, low professionalism
Gained most experience from student teaching (2R)
Too much theory in course work
Real-life simulations needed
Irrelevant courses, i.e., EDFI 408 & EDAS 409
Good MEP courses, i.e., Elementary and English

EARTH SCIENCE
EDAS 409 class was good
Poor general education courses

ENGLISH
Loves teaching
Unfair academic priorities at my school (sports are priority)
Excellent preparation at BGSU (2R)
Behavior management course (discipline) is needed (2R)
Require a course in coaching and advising
Require all American and British Literature survey courses

GERMAN
More work on discipline is needed

JOURNALISM
General education courses worthless, especially for secondary education
Need a more structured program (less pick and choose)

MATH
Unprepared to teach a specific (not specified) course
Student teaching worthwhile
Irrelevant course (EDFI 408)
Good course (EDFI 402)
Education courses not very beneficial
Present administrators don't care about bettering education

SCIENCE COMPREHENSIVE
More classroom experience prior to student teaching
EDFI 408 a waste
EDAS 409 should include more job seeking techniques

Statement #3 (cont'd): Use this space to expand upon or comment
on any of your previous ratings.

SOCIAL STUDIES

Not prepared for course (or area) teaching
408 useless
BGSU good for teacher education
I am leaving field due to non-classroom conflicts
More field experiences are needed
More work needed on realities of teaching

SPANISH

Great field experience and student teaching (2R)
Big difference between reality and Idealized

PHYSICS

Teaching in vocational setting--no preparation at BGSU

SPECIAL EDUCATION

Good MEP program (17R)
More organized methods courses needed (6R)
Found parent/teacher relationships poor (3R)
Unprepared for reality--student and teacher attitudes,
students' emotional problems, paperwork (5R)
Irrelevant courses for majors (specified "professional component"
courses) (3R)
Lesson planning, testing procedures, etc: skills not learned
Good resources available at BGSU
BGSU far superior to other institutions in preparing teachers (12R)
Discipline course needed (3R)
Adequately prepared due to student teaching placement
and field experience (6R)
Provide other career options information (2R)
Enjoys teaching
Need help on how to find a job
More field exposure needed (4R)
Unprepared to handle instruction (3R)
Student teaching supervisors should have teaching experience (within
5 years)
Poor student teaching supervisors (2R)
Broader course work background, less specialization
Need course on school laws, contracts, education associations,
funding (2R)
Instruction on test giving, evaluation
Good student teacher advisors (2R)
Elementary methods better than special education methods (6R)
Good instructors (3R)
Too much emphasis on lesson plans
Poor student teaching experience (student taught hearing impaired)
Poor professors in methods courses (5R)
Poor advisement: could have had masters with bachelors
Too theoretical, need to be more practical

Statement #3 (cont'd): Use this space to expand upon or comment
on any of your previous ratings.

Need longer student teaching time (2R)
Video tapes should be used in portfolios
Portfolios great (2R)
Interviewing times conflicted with student teaching
Not prepared for area of specialization (specificied, SBH & LD)(4R)
Project Merge a joke
Field experience too much with regular class work
Unrealistic approach to teaching
Need course on non-teaching responsibilities, i.e. how to keep a gradebook, P-T relations, documentation (2R)
Student teaching outside of area of certification taught kindergarten and not certified in area
Should have stayed on quarters would have been better prepared
Professor drank in class
Appreciates diversified background - general courses
Good MEP courses, i.e., reading, social studies, language arts, art
Poor MEP courses, i.e., math and science
Problems with education advisors, i.e., constantly changing, not available to students
Section C: Add "Coursework outside of BGSU"
Poor Professors, i.e., outdated material, unprepared for class
Administrators pleased with BGSU graduates (2R)
Give student teachers a letter grade
Teach block plans, not full page plans
Provide broader teaching experiences, i.e., rural, urban, inter-city
Unable to prepare complete lesson plans
Curriculums useless in present position
Need more psychology courses
Poor advisor (not specified)

SPEECH THERAPY (870)
Not teaching in Speech Therapy
Curriculum library excellent
Speech and Hearing department too competitive
More experience in classroom, unprepared for student teaching because no experience (2R)
Less clinical, more school settings (2R)
Realistic settings stressed (2R)
Not prepared to write IEP's
Not prepared for vast amount of paperwork
Advise more about the profession
Taught articulation therapy, needed language/auditory
More information on due process - not prepared in this
Courses need updating
Education courses not related to my field

Statement #3 (cont'd): Use this space to expand upon or comment on any of your previous ratings.

SPECIALIZED EDUCATION

ART
Portfolio great idea
Section C--needs category for self-developed
Lacked enough method courses
Studio courses good
Instructors had little/no school experience
Ability to teach came from outside college classes

BUSINESS
Better method courses
Less general requirements
Impressed with personal attention of profs, advisors
More on how schools are organized and operated
EDFI 408 should be joined with some other course
General education courses varied too much from instructor to instruction (402, 408, 409)
Discipline techniques course needed
Expectations vs. reality in non-teaching activities-experiences negative
Burnt out after 2 years

DISTRIBUTIVE EDUCATION
More coursework in business and marketing
Fewer irrelevant courses (EDFI 408 & EDAS 409)
More field (class room) experience
"Good teacher" qualities not learned, experienced (2R)
Poor attitudes of administrators, teachers, parents
Better training would have prevented later surprises
Test and measurements course poor

PHYSICAL EDUCATION
Excellent program (3R)
Information on minoring in a different area should be provided
Teacher burnout early
Recommends BGSU (3R)
Public needs to be educated about the teaching profession
Discipline course needed (2R)
Learn more in 1st year teaching than in coursework
Career & Placement Center unconcerned & uncooperative
Instructors conveyed useless information

HOME ECONOMICS
Other career options should be provided
Method courses good
Poor professors - outdated, inflexible attitudes (2R)
Poor student teaching advisor
Teaching experience more helpful (2R)
Curriculum library lacking in Home Ec area

Statement #3 (cont'd): Use this space to expand upon or comment on any of your previous ratings.

INDUSTRIAL ARTS
Lack experience in classroom management
Discipline problems - unable to deal with
Reality needed
Course variety lacking
Section C--taught by parents (not an option)
Teach safety
Must leave when married because pay too low

LEM
Discipline course is needed
Good preparation
Section C - where developed?--graduate courses or none of the above

MUSIC
Classroom discipline course needed (2R)
Exposure to 1st year teachers and their experiences would be helpful
Courses: 402, 408, 409 never used
More on characteristics of instruments
Course on how to start a band - motivation of students
    special problems with beginning a band
General education courses should be for major only,
    i.e., testing and evaluations

QUESTION 4. How can we better prepare teachers in your area of specialization?

ELEMENTARY

More field experience (34R)
More reading and math courses (8R)
Require computer courses (2R)
Discipline and classroom management (more needed) (21R)
Too much emphasis on elementary (need junior high experience) (6R)
Provide student teachers with first year teachers' experiences
Unable to use acquired skills due to classroom size
More on non-teaching responsibilities, i.e., paper-work, lesson plans, p-t relations, staff relations (13R)
CPR course -- first aid
Longer student teaching time - internship suggested (7R)
Adequately prepared (2R)
More content, less experience
Poorly paid, no respect, inadequate staffing-negative qualities to teaching
Stress management course needed
Exposure to minorities, low income, etc.
Teaching to peers in method courses would be helpful
System of weeding out poor teachers needed
Too many irrelevant courses (5R)
More MEP courses
How to deal with gifted in classroom (need course) (4R)
More courses on kindergarten (3R)
Little preparation for teachers' attitudes (2R)
Motivation of students (how to) (4R)
Instructional media courses: more than 1 course needed
Reality vs idealization (5R)
Should be able to plan own program, i.e., Chapter I
Course on organization skills for portfolio, ideas' file, letters of recommendation (2R)
Stress usage of facilities - clinical lab, curriculum library
Use video tapes of classroom situations for discussions
Allow students to substitute teach
Increase Philosophy of Education, History of Education in Vocational School and other countries
How to find a job
Dual major: should have field experience in both (Elem & LEM)
Methods should be for real assignments, not hypothetical (2R)
More variety of teaching strategies, i.e., use with multi-level learning abilities (2R)
How to deal with students' emotional problems (child abuse) (4R)
More structured courses and instruction - teach content then methods (2R)
Course on Special Education: mainstreamed children - how to identify (5R)
Integrate today's public school problems into courses (2R)
Exposure to chapter 1 teachers during reading methods
Stress substituting is important for the experience
Experience is the best way to learn

QUESTION 4 (cont'd). How can we better prepare teachers in your area of specialization?

Lower the cost for graduate studies
Encourage learning centers, manual usage - stress creativity (2R)
Split K-8 certification: K-3, 4-8 (two certifications) (2R)
More preparation in social studies and science
BGSU tops in Education field
Geography, History, Math course should have an education theme (2R)
Encourage a minor or area specialization
More on testing and evaluation
More on tax issues, unions, state and federal programs
Use short lesson plans, not long forms
Assign student teacher advisors fewer advisees: will promote better evaluations, more frequent evaluations
Offer gifted/talent certification program
Better screening of teachers before placing student teachers with them

SECONDARY BY SUBJECT

BIOLOGY

Course on scientific principles for everyday usage
Lab work courses should include teachers only (separate Ed. majors from non-ed.)
Biology courses good
Delete EDFI 408
Course work in major irrelevant to teachers

CHEMISTRY

Discipline course needed
Lesson plan writing, creating, etc. needed

COMMUNICATIONS

Require reading certification
Require English methods
Should teach positive, mature teaching techniques
Reality vs Idealized (2R)
More field experience
Extend student teaching experience
Teaching a course but never had the course in college, i.e., TV Production
Should have profs who have taught
Discipline course needed
Never did any lesson planning during coursework

EARTH SCIENCE

More field experience
Less theory in courses
More indepth on non-teaching information
Excellent preparation in subject (major)

QUESTION 4 (cont'd). How can we better prepare teachers in your area of specialization?

ENGLISH
Poor administrators in schools
More reality, less theory in MEP courses (5R)
More grammar courses (3R)
Discipline course needed (4R)
Poor profs - lazy, bored
Need composition course for teaching (methods) (4R)
Inform about competency based education
Internship over student teaching favored (with pay)
Encourage substitute teaching
Need more classroom experience (2R)
Poor English methods
More lab work
Need separate methods for literature, grammar, writing (2R)
Need help on how to evaluate student's writing (2R)
Course on word processing - see Findlay College's course
Combine 402, 408, 409, 302
Delete all general education requirements; add area preparation
Too much classroom experience
All education majors should maintain over a 3.0 GPA

JOURNALISM
More observations, exposure, experience (2R)
Discipline problems, motivation - how to handle course
Courses on photo and graphic arts should be required
Courses (major) not relevant for teaching

MATH
Improve method courses (4R)
More field experience
Less education courses, more major courses (2R)
Math courses not adequate for High School level
Require computer course - include selection of programs
Good program
More on curriculum planning
How to write resumes

SCIENCE COMPREHENSIVE
Adequate preparation
Improve method courses
More Biology courses needed
Fewer general education courses
Computer course needed
More up-to-date information in science courses (2R)
More classroom experience (2R)
Instructors should have classroom experience
Include rural school information
How to teach science as an enjoyable subject, not just facts
More science courses

QUESTION 4 (cont'd). How can we better prepare teachers in your area of specialization?

SOCIAL STUDIES

More creative skills needed

Major courses should reflect subject area taught, and secondary teachers should take American History & Political Science courses - exclude World History (3R)

Career options need to be discussed

More field experience (2R)

Stress liberal arts background to enhance "well-roundedness"

SPANISH

Keep stressing lesson plans: objectives, organization

Irrelevant and poor general education courses - EDFI408

Discipline course needed

Teaching techniques on motivation needed (2R)

More practical courses

More classroom experience (2R)

Stress grammar, speech, composition, less history and literature

POLITICAL SCIENCE

Secondary teachers should be encouraged to have a dual major

SPEECH

More field experience

Discipline techniques needed

Less irrelevant courses, i.e, statistical ed courses

More MEP courses for: lesson plans, textbook selection, time management, testing, lectures, assignments

PSYCHOLOGY

Include Vocational School information and visitation

PHYSICS

Discipline course needed

Classroom organization needs to be a priority

SPECIAL EDUCATION

Discipline courses needed (how to deal with behavior modification) (39R)

Stress management course (especially needed during student teaching) (10R)

More specific methods training, i.e., Reading, diagnosis, remediation, math, LD, Sp.Ed.MEP, motivation, body management, language, left/right brain, cope training (40R)

MEP courses--too much work load, stressful, rushed, worthless (7R)

Unprepared for non-teaching experience, i.e., community reactions(4R)

Computer course needed (8R)

Present other job opportunities for education majors

Classroom organization and arrangement needed (15R)

QUESTION 4 (cont'd). How can we better prepare teachers in your area of specialization?

Introduction to Ohio Education Association (2R)
Increase instruction to five years
Earlier/more field or classroom experience (53R)
Exposure to practicing teachers' experiences (4R)
More responsibility and exposure to non-teaching responsibilities when student teaching - gradebooks, staff relations, scheduling, P-T relations (29R)
Unprepared for specific area of specialization, i.e., Reading, SBH/DH (4R)
Too many irrelevant courses - EDFI 408, EDAS 409, lesson plans, Philosophy, History, Music, Art (10R)
Good MEP program (7R)
Incompetent student teaching supervisors - scared to fail anyone (5R)
More information on up-to-date school laws, regulations, guidelines, (especially related to special education) finances, etc. (8R)
Increase special education courses (numbers required), i.e., courses should focus on causes, types, possible treatments (9R)
How to deal with student social/emotional problems counseling courses (10R)
Course needed on gifted children in classroom (3R)
Longer student teaching time, less methods time (4R)
Internships needed
How to work with teachers on mainstreaming (2R)
More on evaluation, testing, interpretation, etc. (14R)
Regular teachers should have course on exceptional children (6R)
Broader coursework on subject areas, less on English, Math, Reading (2R)
Student teaching placement should be with a good teacher (3R)
Student teaching should include many levels of special education (4R)
Educate about schools vs county boards' programs
First aid course needed
Sign language course should be required (5R)
More on aims, goals, objectives and personal philosophy
How to interpret I.E.P.'s and write them (8R)
Test student teacher on Basic Skills Competency, especially in writing, spelling, math
Student teachers should receive a letter grade to adequately reflect effort
More frequent student teacher observations, unannounced (lighten supervisors' loads to make this happen) (3R)
Information on vocational schools (2R)
Time management (4R)
More on the reality of schools and teaching: overcrowded, low ability, little mainstreaming (2R)
Graduate courses should also have MEP style (2R)
Instructors should have recent field experience (too many are outdated) (4R)
More use of videotaping for teaching strategy review (2R)
More on writing long/short range goals

QUESTION 4 (cont'd). How can we better prepare teachers in your area of specialization?

Experience should include variety of school systems, such as rural, urban, etc. (3R)
How to evaluate texts, workbooks, instructional materials (2R)
Student teaching should be in field of specialization, not where there's an opening (2R)
How to write brief objectives and units - less emphasis on long lesson plans (3R)
How to interpret psychologists and doctors' reports needed
Encourage course on "Workshop Way"
Have student teacher evaluation done by outsider: not supervisor or cooperating teacher
Provide information on possible inservice programs
More workshops and seminars
Stress skills; writing, reference
Elementary methods better than special education's (3R)
How to effectively use an aide
Modernize general education courses
Teach techniques and practical ways to develop and enhance language (3R)
Instructors should be monitored for course objectives
Elementary methods a disappointment
Interview teachers to discover weaknesses in BG's education program
Need a curriculum development course (2R)
Recommends BGSU's program
Include older student motivations in teaching techniques
Student teacher supervisors need compassion and ability to relate
Supply with resources for researching; to continue up-to-date in field after graduation
Reality vs. Idealized
More variety in Instructors
Recommends "Merge"
Student teaching seminars a waste
College unchallenging
More instruction into AV equipment, i.e., language master, system 80, film projector

SPEECH & HEARING THERAPY

Need courses to be oriented less to clinical, and more to schools (7R)
More experience with fluency and voice clients (7R)
More field experience and varied (11R)
Not educated in latest techniques, i.e., auditory perception training (2R)
Student teaching better preparation than courses (2R)
Need more help on teaching therapy techniques (6R)
Need more help on non-teaching duties: responsibilities, parent-teacher relations, staff relations, lesson plans, scheduling students, record keeping, etc. (7R)

QUESTION 4 (cont'd). How can we better prepare teachers in your area of specialization?

Educate regular teachers to know which are speech problems and which aren't (2R)
Courses on SLD, DH & SBH children (4R)
More on testing: standardized, when, who
More on IEP planning, writing (6R)
Require sign language
More courses on how to deal with multi-handicapped
Other types of discipline (not just behavior modification)
Profs been out of school too long (2R)
Keep up-to-date on state standards
Teach impedance and tympanumetry
Courses needed: How impairments affect educational status, language, auditory processing
Method courses for: reading, language arts
Regular teachers should have course (exposure) to special programs
Too many education classes (e.g., EDFI 408)
More information on due process (2R)
Profs not interested in students
Have an undergrad program that can be combined with masters
Therapists should be qualified for other areas of special education
General education courses not related
Computer course needed

SPECIALIZED EDUCATION

ART

More specialized education courses for art (4R)
How to grade work
Discipline course needed
Non-teaching exposure in responsibilities, knowledge, budget, supply ordering (3R)
More field experience (5R)
Minors should be stressed or dual major
Reality vs. idealized
Never learned to thread a film strip
More in-class training
Poor methods courses (2R)
Instructors should be required to teach in public schools periodically
Courses and instructors should be reviewed regularly

BUSINESS

More field experience needed (5R)
Computer courses needed (3R)
Profs need public school experience (2R)
Longer student teaching time - perhaps in different schools
These courses should be stressed: accounting, economics, business law, insurance, finance (3R)
Discipline courses needed (5R)

QUESTION 4 (cont'd). How can we better prepare teachers in your area of specialization?

Increase lesson planning - 3 hour blocks for Vocational Schools, projects
Reality vs. Idealized (3R)
More on how to find a job (2R)
Student-teacher, student-parent-teacher relations emotional, social problems, human relations, communications--courses needed to deal with (3R)
Attended workshops that should be part of education courses - discipline behavior modification, P.R.I.D.E., T.E.T. (3R)
Need more on how to motivate students (2R)
Emphasize longer (time span) lesson plans and units curriculum development (5R)
Typing method course useless (2R)
Good business program
Poor general education courses
Course on chemical abuse, how to deal with it
How to evaluate a text
MEPs should use simulations
More preparation for setting up a classroom
More on vocational and IOE programs
More on non-teaching responsibilities (2R)
Exposure to current teachers' experiences
Unprepared for mainstreaming into classroom
Require Gregg & Century 21 shorthand

DISTRIBUTIVE EDUCATION

More on school law
More classroom experience in major (5R)
More variety of schools -rural, urban, suburban
Less business exposure, more in major (biases on courses)
How to visit student employers
How to conduct home visits
Teach: How to teach, lesson plans, how to choose material
Stress reality, less idealized
How to deal with students' problems, parents, administrators
Field experience should be more indepth
Method's course needs new instructor
More instructional media courses
Curriculum library needs material in this area
Make all course work tougher

PHYSICAL EDUCATION

Need more field experience prior to student teaching (10R)
More instruction, i.e., coaching small group class size (4R)
How to get a job
More elementary courses in PE (2R)
Experience with inner city (3R)
How to deal with administration, parents
More on unions, contracts, laws (3R)
Reality vs. idealized (4R)

QUESTION 4 (cont'd). How can we better prepare teachers in your area of specialization?

School of HPER excellent (2R)
Use different ages and levels for experience (3R)
Teach to peers in classes
More on discipline (4R)
More on inventorying, purchasing, budgets
How to deal with students social/emotional problems, i.e., abuse
Information on referral agencies
Use video taping to evaluate teaching
Computer course needed
Courses should be taught by Phys. Ed. instructors, i.e., anatomy
Expose students to 1st year teachers' experiences
Need motivational techniques

HOME ECONOMICS
More classroom experience (2R)
More content information - up-to-date (5R)
Too many irrelevant courses - EDFI 302, 402, 408, chemistry (2R)
MEPs busy work, not applicable (2R)
Record keeping (not shown how to)
Computer courses needed
Discipline course needed
Media sources for cooking and sewing
More on FHA
Time management course
More on dealing with teenage students, less elementary age
Not taught teaching techniques for sewing and foods
Instructors don't have teacher certification
Reality vs. Idealized (2R)
More on school budgeting and finances
How to use and implement curriculum guides

INDUSTRIAL ARTS
Course on non-academic problems (non-teaching) i.e., administration-teacher relations, paper work (2R)
Need internships rather than student teaching
More classroom management courses (discipline) (2R)
Need more on what to do in poorly equipped schools (2R)
How to deal with slow and fast learners (2R)
Computer course for classrooms needed
More field experience
More instruction on types of machines (2R)
Repair and maintenance of machinery
More on basic equipment, less on modern technical equipment

LEM
More audio visual usage
More on computers
Should be allowed to student teach
More field experience
Classroom management

QUESTION 4 (cont'd). How can we better prepare teachers in your area of specialization?

How to work with support staff
More on financial (budgetary) matters: School & State
More on publishers and how to deal with them

MUSIC
Vocal courses inadequate for choir teaching
Ideal vs. Reality (BGSU Idealized) (2R)
Need more field experience (5R)
Discipline course needed (2R)
Exposure to non-teaching experiences & responsibilities (2R)
Instructors out of touch with today's teaching
Need more method courses
Too many irrelevant courses
Education courses should be taught to majors by Music profs: i.e., Tests & Measurements, EDFI 302
Poor quality education instructors: ex. 400 level from grad asst.
Excellent preparation (2R)
More on instrument knowledge
More on other career options
More overall music areas: vocal, instrumentation, strings (2R)
Exposure to many types of school settings, i.e., rural urban, etc.
Exposure to instruments such as recorders

Appraisals of the Performances
# of Teachers Prepared at
Bowling Green State University

Based on Evaluations by Principals
and Supervisors/Department Heads of 627
1980 through 1984 Teacher-Education
Graduates of the College of Education and
Allied Professions

A Report Prepared for the Faculty
of the Program Areas
College of Education & Allied Professions
Bowling Green State University

by

Office of Educational Research & Services

Summer, 1986

Foreword

This booklet will have a companion volume entitled "Appraisals of Teacher Preparation at Bowling Green State University," a report which is based on the returns from 552 practicing teachers with one through five years experience and who were 1980 through 1984 graduates of the Bowling Green State University College of Education.

The present report presents evaluative summaries from 627 principals or supervisors of BGSU's 1980-84 students. The primary purpose of this document is to report how our "products" are perceived to be performing in the field. Concomitantly, specific program areas may gather evaluative data from this report which might lead to further investigation and/or changes in segments of their training programs.

APPRAISALS OF THE PERFORMANCES OF TEACHERS PREPARED AT BOWLING GREEN STATE UNIVERSITY

The initial sections of this report address the population, samples, and instrument. The next few sections focus upon general overall summaries of the principals' evaluations. Lastly, specific tabular findings are presented for each of the 38 competencies which were included on the instrument. Appendix 1 presents summaries of the principals' narrative comments and suggestions.

Population

The data in Table 1 indicate for the five years between 1980 and 1984, inclusive, that there were 3,422 graduates of BGSU who were qualified to receive State of Ohio Teaching Certificates. As of October, 1984, 1116 (33%) of these graduates were found to be teaching in the State of Ohio. This was done by the Computer Services Division of the State Department of Education keying on social security numbers furnished by BGSU and utilizing the October 1984 principal reports. (All principals in the State are required to complete in October a report listing their teachers.)

Sample

In April and May, 1985, an eight page evaluative follow-up instrument was mailed to each of these 1116 teachers. Their responses were tabulated and summarized in Appraisals of Teacher Preparation at Bowling Green State University, Summer, 1986.

Table 1
Number of 1980 Through 1984 Graduates by Major and Number and Percent Teaching in Ohio as of October, 1984

Major Code	Description	# of Grads 80-84	# 80-84 Grads Teaching in Ohio and Sent Questionnarie	% Working in Ohio
120	American Studies	4	0	0
130 & 135	Art	58	21	36
150,162,165	Business	145	41	28
155	Biology	41	14	34
205	Chemistry	6	3	50
217	Communications	16	6	38
220	Computer Science	11	1	9
225	Distributive Educ	47	17	36
245	Early Childhood	65	13	20
250	Earth Science	9	1	11
270	Elementary Education	810	236	29
274 & 275	P.E.I. (Elem Ed)	51	12	24
280	English	100	33	33
294	Environmental Science	6	1	17
305	French	11	4	36
340	Geography	3	1	33
360	German	7	4	57
405	HPER III	26	3	12
410	HPER II	17	3	18
415	Health	46	5	11
417	PE Plan III	105	32	30
418	PE Plan II	135	23	17
419	PE RH	2	0	0
420	History	25	3	12
440	Home Economics	82	30	37
450	Industrial Education	77	28	36
510	Journalism	11	6	55
540	Library & Ed Media	36	12	33
551 & 550	Math, Computer Sci	95	24	25
591	Music	226	54	24
640	Physics	4	2	50
650	Politial Science	7	1	14
670	Psychology	21	2	10
820	Science Comprehensive	19	14	74
840	Social Studies	119	26	22
850	Spanish	22	9	41
852	MSPH/Elem	7	2	29
853	EMR/Elem	93	53	57
854	MSPH/EMR	93	32	34
856	HI/Elem	105	34	32
857	LBD/Elem	412	219	53
858	EMR	37	20	54
859	MSPH	12	3	25
860	Speech	37	4	11
861	LBD	3	1	33
862	Hearing Impaired	2	1	50
863	LBD/EMR/Elem	4	2	50
870	Speech&Hear Therapy	152	60	39
	TOTALS	3422	1116	33%

Instrument

Another questionnaire was sent to the principals of these teachers. This questionnaire is presented on the next four pages of this document. The analyses and summaries of the principals' response to this questionnaire form the basis for the present document.

Respondents

Data in Table 2 reveal that 627 (56%) principals/supervisors/department chairs completed the instrument. One reminder to non-respondents was sent approximately three weeks after the initial mailing.

Combining the information presented in Tables 1 and 2 and, as an illustration, for the English majors, it may be observed that there were 100 English graduates between 1980 and 1984 and 33 (33%) of them were found to be teaching in Ohio during October, 1984. However, in Table 2 and for the English area, it may be observed that 49 questionnaires were sent. The 49 graduates in this general area were derived as follows: Communications (6), English (33), Journalism (6), and Speech (4). Similar groupings were done within other major areas, reducing the 48 specific entries in Table 1 to 18 general categories in Table 2. Findings of the principals' ratings are presented by these 18 general categories or general program areas.

Findings are also tabulated and presented by general teaching field (elementary, secondary education, specialized

4.

Bowling Green State University

College of Education
Office of Research and Services
Suite 310 Education Building
Bowling Green, Ohio 43403
(419) 372-0151, Ext. 274
Cable: BGSUOH

Spring, 1985

Dear Principal:

According to our records, the person listed below who is a recent graduate of Bowling Green State University is teaching under your supervision during the 1984-85 school year.

The faculty and staff at Bowling Green State University are very much concerned about how well our graduates are guiding pupil growth. It is for this reason that we are respectfully asking you to take a few minutes to give us your honest reaction to questions posed on the accompanying questionnaire. These questions pertain to the above teacher's effectiveness in your school situation.

For your information, we communicated with the above named teacher at an earlier date this school year. One statement made to the teacher was:

> *We plan to select at random some principals of our 1980-84 graduates and ask them to respond to questions related to the teacher education program at Bowling Green State University and to the success of its graduates. If you have any objections to our contacting your principal about our program and the comparative success of its graduates, please so state below.*

The above named teacher indicated that he/she did not object to our contacting you for the purposes of this questionnaire.

This questionnaire is being sent to a rather large sample of principals of our recent (1980-84) graduates who are teaching in the State of Ohio. After analyzing the responses and summarizing the comments, we will be in a better position than we are now to make plans for improving our teacher education programs. We will also be able to certify to our various state, regional, and national accrediting agencies that we have collected and analyzed data on how well our graduates are performing on the job. (The agencies require us to perform these types of data collections at periodic intervals.)

Please be assured that your responses will remain anonymous. Only summary tabulations by years of experience, teaching areas, or other groupings will be presented to our faculty and to the accrediting agencies. When your responses have been coded onto computer tape, this questionnaire will be destroyed. Under no circumstances will your responses be known to the teacher or used to the teacher's betterment or detriment.

We are very appreciative of your cooperation in completing this form.

Please return the completed form via the enclosed pre-addressed postage paid envelope within 10 to 14 days of its receipt.

P.S. Feel free to forward this form to a more appropriate supervisor or chair.

Sincerely yours,

Fred Pigge

Fred L. Pigge, Director
Educational Research and Services

AN APPRAISAL OF THE PERFORMANCE OF A TEACHER
PREPARED AT BOWLING GREEN STATE UNIVERSITY

NOTE: If the concerned teacher is no longer under your supervision, check ________ , and return the blank questionnaire. Thank you.

PREFACE

The questionnaire is composed of three parts. Part A attempts to gather data on the placement of the teacher. Part B asks you to react to specific needs and proficiencies that might relate to the teacher's classroom performance and Part C tends to be summary in nature. (Ignore the numbers in parentheses, they are for data entry use only.)

PART A

Placement of the Teacher

1. The concerned teacher is assigned what grade(s) or subject area? ______________________________ (19-21)

2. Counting this year and to the best of your knowledge, how many years of teaching experience does the teacher possess? ________ years (22)

3. How would you classify your school? (23)
   ______ 1. rural
   ______ 2. suburban (includes small cities)
   ______ 3. urban (large cities over 50,000)

PART B
THE TEACHER'S NEED AND PROFICIENCY IN SELECTED COMPETENCY AREAS

Several teaching competency statements are presented in this section. In the first column **(Need)**, please indicate your estimate of the concerned teacher's need for each competency in being able to successfully fulfill the expectations of his/her position. In the second column **(Proficiency)**, please indicate your estimate of the teacher's actual classroom proficiency (or success) in each of the competency areas. Please circle the appropriate numerals.

	The Teacher's Need?						The Teacher's Proficiency?						
COMPETENCY STATEMENTS Teacher's ability to:	Not appropriate/ applicable	Very Limited Need	Some Need	Average Need	Above average Need	Extensive Need	Not applicable	Not proficient	Limited (below average) proficiency	Average/adequate proficiency	Above average proficiency	Extensive (high) proficiency	
1. Prepare and develop lesson plans and teaching units.	0	1	2	3	4	5	0	1	2	3	4	5	(24-25)
2. Deal with pupil behavior problems.	0	1	2	3	4	5	0	1	2	3	4	5	(26-27)
3. Select, prepare, and effectively utilize educational media.	0	1	2	3	4	5	0	1	2	3	4	5	(28-29)
4. Analyze and evaluate his/her teaching performance skills.	0	1	2	3	4	5	0	1	2	3	4	5	(30-31)
5. Utilize the findings from #4 above in altering his/her teaching and providing more successful instruction for the pupils.	0	1	2	3	4	5	0	1	2	3	4	5	(32-33)
6. Diagnose pupil problems (via testing instruments, observational techniques, etc.)	0	1	2	3	4	5	0	1	2	3	4	5	(34-35)
7. (After diagnosis) ... make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes.	0	1	2	3	4	5	0	1	2	3	4	5	(36-37)
8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	0	1	2	3	4	5	0	1	2	3	4	5	(38-39)

	The Teacher's Need?						The Teacher's Proficiency?						
Teacher's ability to:	Not appropriate/applicable	Very Limited Need	Some Need	Average Need	Above average Need	Extensive Need	Not applicable	Not proficient	Limited (below average) proficiency	Average/adequate proficiency	Above average proficiency	Extensive (high) proficiency	
9. Motivate student achievement via modeling, reinforcement, provision of success experiences, appeal to student interests, etc.	0	1	2	3	4	5	0	1	2	3	4	5	(40-41)
10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.	0	1	2	3	4	5	0	1	2	3	4	5	(42-43)
11. Teach reading in his/her grade or subject area.	0	1	2	3	4	5	0	1	2	3	4	5	(44-45)
12. Prepare teacher made tests and evaluate/report pupil progress.	0	1	2	3	4	5	0	1	2	3	4	5	(46-47)
13. Understand and utilize standardized tests.	0	1	2	3	4	5	0	1	2	3	4	5	(48-49)
14. Communicate effectively with parents and students regarding student progress.	0	1	2	3	4	5	0	1	2	3	4	5	(50-51)
15. Resolve the possible conflicts between his/her philosophical views and the actual day-to-day operations of your school.	0	1	2	3	4	5	0	1	2	3	4	5	(52-53)
16. Understand the major principles of school law as they apply to areas such as due process, contracts, liability, corporal punishment, governance, finance, etc.	0	1	2	3	4	5	0	1	2	3	4	5	(54-55)
17. Develop instructional objectives and strategies for a multicultural classroom setting; e.g., to accent ethnic awareness, development of positive inter-and intra-group relations, development of teaching strategies based on due regard for bilinguality, etc.	0	1	2	3	4	5	0	1	2	3	4	5	(56-57)
18. Use classroom time effectively.	0	1	2	3	4	5	0	1	2	3	4	5	(58-59)
19. Apply effective questioning/thinking skills.	0	1	2	3	4	5	0	1	2	3	4	5	(60-61)
20. Establish teachable moments, i.e., establish situations where everything "jells."	0	1	2	3	4	5	0	1	2	3	4	5	(62-63)
21. Encourage and facilitiate the development of children's social skills and enhanced self-concepts.	0	1	2	3	4	5	0	1	2	3	4	5	(64-65)
22. Adequately challenge his/her gifted/talented students.	0	1	2	3	4	5	0	1	2	3	4	5	(66-67)
23. Adequately teach handicapped pupils who have been or may be "mainstreamed" into his/her classroom.	0	1	2	3	4	5	0	1	2	3	4	5	(68-69)
24. Show fairness, tact, compassion and good judgment in dealing with pupils, parents, teachers, etc.	0	1	2	3	4	5	0	1	2	3	4	5	(70-71)
(2 ___ ___ ___ ___ ___) (for office use only)													
25. Demonstrate enthusiasm for teaching.	0	1	2	3	4	5	0	1	2	3	4	5	(6-7)
26. Use effectively of verbal and non-verbal classroom communication techniques.	0	1	2	3	4	5	0	1	2	3	4	5	(8-9)
27. Use acceptable written and oral expression.	0	1	2	3	4	5	0	1	2	3	4	5	(10-11)
28. Use positive reinforcement patterns with students.	0	1	2	3	4	5	0	1	2	3	4	5	(12-13)
29. Maintain a challenging level of instruction.	0	1	2	3	4	5	0	1	2	3	4	5	(14-15)
30. Convey the impression of knowing what to do and how to do it.	0	1	2	3	4	5	0	1	2	3	4	5	(16-17)
31. Be respected by: A. Other teachers	0	1	2	3	4	5	0	1	2	3	4	5	(18-19)
B. Students	0	1	2	3	4	5	0	1	2	3	4	5	(20-21)
C. Parents	0	1	2	3	4	5	0	1	2	3	4	5	(22-23)
D. Administrators	0	1	2	3	4	5	0	1	2	3	4	5	(24-25)
32. Have good rapport/working relations with:													
A. Other teachers	0	1	2	3	4	5	0	1	2	3	4	5	(26-27)
B. Students	0	1	2	3	4	5	0	1	2	3	4	5	(28-29)
C. Parents	0	1	2	3	4	5	0	1	2	3	4	5	(30-31)
D. Administrators	0	1	2	3	4	5	0	1	2	3	4	5	(32-33)

PART C

General Summary

1. Considering total effectiveness in guiding pupil growth, I believe this teacher, when compared to other teachers in the same teaching area with similar experience, is:

_______ 7. Superior! At the top; a "natural teacher"
_______ 6. Excellent; near the top
_______ 5. Good; above average but somewhat below excellent (34)
_______ 4. Average or adequate
_______ 3. Fair; somewhat below average
_______ 2. Mediocre; near the bottom
_______ 1. Poor! At the bottom; certainly inadequate

2. If given the chance, would you recommend the hiring of this teacher to fill a new opening in **your** school system?

_______ 5. **YES!**
_______ 4. yes (35)
_______ 3. Don't really know; a lot would depend upon the other applicants, etc.
_______ 2. no
_______ 1. **NO!**

3. Do you have suggestions how BGSU can better prepare teachers? If so, please describe them in this space or attach separate page(s).

4. Special comments: (For example, visible strengths and/or weaknesses of teacher education preparation at BGSU.

5. If you were involved, why did you recommend the hiring of this BGSU graduate?

Please return completed questionnaire within 10 to 14 days of its receipt in the enclosed self-addressed postage paid envelope. Thank you.

Table 2
Number of Percents of Teacher and Principal Respondents

Major Area	Number of Questionnaires Sent to Teachers and Their Principals	Teachers		Principals	
		Number Received	Per-cent	Number Received	Per-cent
1. Art	21	11	52	9	43
2. Business	41	24	59	24	59
3. Dist Educ	17	12	71	9	53
4. Elementary	249	121	49	141	57
5. English	49	27	55	28	57
6. HPE	78	30	38	34	44
7. Home Ec	30	15	50	19	63
8. Ind Educ	28	12	43	18	64
9. Foreign Lang	17	8	47	13	76
10. L.E.M.	12	7	58	10	83
11. Math	25	11	44	20	80
12. Sciences	35	14	40	22	63
13. Music	54	18	33	14	26
14. Social Sci	33	12	36	14	42
15. EMR	112	58	52	70	63
16. H.I.	35	16	46	17	49
17. LBD/Elem	220	126	57	128	58
18. Sph & HrTh	60	30	50	37	62
TOTALS	1116	552	49	627	56

education, and special education), by teaching location (rural, suburban, and urban), and by number of years our graduates had taught (1 through 5).

Summary Evaluations

(Questions 1 and 2 in Section C)

Item C1 on page 4 of the instrument asked each principal to respond with appropriate ratings to the following statement:

> Considering total effectiveness in guiding pupil growth, I believe this teacher, when compared to other teachers in the same teaching area with similar experience, is:
> 7. Superior! At the top, a "natural teacher"
> 6. Excellent; near the top
> 5. Good; above verage but somewhat below excellent
> 4. Average or adequate
> 3. Fair; somewhat below average
> 2. Mediocre; near the bottom
> 1. Poor! At the bottom; certainly inadequate

A summary of the principals' responses to this item is presented in Table 3. The top part of Table 3 reveals that teachers in 16 of the 18 program areas earned overall means of 5.00 or above (5 = Good, above average). Five of the 18 areas earned overall means closer to 6.00 (Excellent, X = 5.50) than to 5.00 (Good). When broken down by general teaching field, special education teachers ranked highest (X = 5.59), elementary second (X = 5.51), specialized third (X = 5.25) and secondary education fourth (X = 5.14). Near the bottom of the Table it may be observed that principals gave generally higher ratings to teachers with increasingly more years of teaching experience and to those who were teaching in urban areas. (It is not known whether these varying ratings are artifacts of specific groups of teachers or associated with specific groups of principals/

Table 3

SECTION C(#1) Considering total effectiveness in guiding pupil growth, I believe this teacher, when compared to other teachers in the same teaching area with similar experience, is:

7. Superior! At the top, a "natural teacher"	3. Fair; somewhat below average
6. Excellent; near the top	2. Mediocre; near the bottom
5. Good; above average but somewhat below excellent	1. Poor! At the bottom; certainly inadequate
4. Average or adequate	

Major	N	Responses (In Percents) 1	2	3	4	5	6	7	Mean
1. Art	9	0	0	11	11	22	11	44	5.67
2. Business	24	0	0	0	21	42	33	4	5.21
3. Dist Ed	9	0	0	11	11	22	33	22	5.44
4. Elem	141	1	1	2	7	35	36	17	5.49
5. English	28	0	7	4	25	21	29	14	5.04
6. HPE	34	0	0	15	12	32	27	15	5.15
7. Home Ec	19	0	0	0	21	37	37	5	5.26
8. Ind Ed	18	0	0	17	33	28	11	11	4.67
9. Fgn Lang	13	8	8	0	0	54	23	8	4.85
10. LEM	10	0	0	0	0	50	50	0	5.50
11. Math	20	0	0	5	25	35	35	0	5.00
12. Sciences	22	0	0	5	9	36	32	18	5.50
13. Music	14	0	0	0	14	21	36	29	5.79
14. Soc Sci	14	0	0	14	0	43	21	21	5.36
15. EMR	70	1	3	4	7	24	44	16	5.46
16. H.I.	17	0	0	6	12	29	41	12	5.41
17. LBD/Elem	128	0	2	2	9	28	40	20	5.61
18. Sph&HrTh	36	0	0	0	8	22	42	28	5.89
Total	627	1	1	4	11	31	36	16	5.43
Teaching Field									
1. Elem	145	1	1	2	7	35	36	18	5.51
2. Sec Ed	96	1	3	5	15	35	29	12	5.14
3. Spec Ed	252	0	2	3	8	27	41	19	5.59
4. Specialize	134	0	0	8	17	32	30	13	5.25
Teaching Location									
1. Rural	245	1	1	5	10	35	33	15	5.34
2. Suburban	297	0	1	4	13	28	37	17	5.45
3. Urban	68	0	2	2	9	34	32	22	5.60
Yrs. Taught									
1. 1	123	2	2	6	11	40	25	15	5.20
2. 2	153	0	2	5	16	22	37	19	5.44
3. 3	120	1	2	2	13	31	35	17	5.43
4. 4	102	1	1	4	6	30	43	15	5.52
5. 5	67	0	0	3	8	31	42	16	5.61

supervisors. Nevertheless, it is the principal more than any other person who controls whether or not a teacher is judged to be successful.)

Item C2, whose responses are summarized in Table 4, was the second item which served to provide an overall summary evaluation of how well our graduates were performing in the field.

This question was worded as follows:

> If given the chance, would you recommend the having of this teacher to fill a new opening in your school system?
> NO! no ? yes YES!

Data presented in Table 4 reveal that 60 or more precent of teachers in eight of the program areas earned a resounding YES!, that between 50% and 60% of the teachers in six other program areas earned a YES and that less than 50% of the teachers in only four areas earned YES.

Among other findings presented in Table 4, it should be especially noted that 74% of our urban teachers earned YES -- compared to 54% of our rural and 59% of our suburban teachers.

Summary Overview of Teachers' Needs and Proficiencies

This section, via one extended table (Table 5) and one figure (Figure 1) presents a graphic overview of the need and proficiency total means for each of the 38 competency items that comprised the main section of the instrument.

Table 5 has three primary columns or sets of data; the first set or column presents the need means and the ranks of those means for all the competency items. The principals

Table 4

SECTION C (#2) If given the chance, would you recommend the hiring of this teacher to fill a new opening in your school system?

		Responses (In percents)					
		NO!	no	?	yes	YES!	
Major	N	1	2	3	4	5	Mean
1. Art	9	0	11	11	33	44	4.11
2. Business	24	0	0	17	21	63	4.46
3. Dist Ed	9	0	0	22	33	44	4.22
4. Elem	141	3	1	5	32	60	4.45
5. English	28	0	7	14	39	39	4.11
6. HPE	34	0	3	18	29	50	4.26
7. Home Ec	19	0	0	16	32	53	4.37
8. Ind Ed	18	0	6	39	28	28	3.78
9. Fgn Lang	13	8	8	0	15	69	4.31
10. LEM	10	0	0	10	60	30	4.20
11. Math	20	0	0	20	25	55	4.35
12. Sciences	22	0	0	18	18	64	4.45
13. Music	14	0	0	7	29	64	4.57
14. Soc Sci	14	0	0	14	36	50	4.36
15. EMR	70	1	4	7	24	63	4.43
16. H.I.	17	0	0	12	29	59	4.47
17. LBD/Elem	127	0	2	12	19	67	4.50
18. Sph&HrTh	37	0	0	8	19	73	4.65
Total	627	1	2	11	27	59	4.41
Teaching Field							
1. Elem	145	3	1	5	32	60	4.46
2. Sec Ed	96	1	3	14	29	53	4.30
3. Spec Ed	252	0	2	10	21	66	4.50
4. Specialize	134	0	2	19	30	49	4.26
Teaching Location							
1. Rural	244	2	2	10	32	54	4.34
2. Suburban	298	0	2	14	25	59	4.41
3. Urban	68	2	2	6	18	74	4.60
Yrs. Taught							
1. 1	123	2	2	11	31	55	4.33
2. 2	153	0	4	14	24	58	4.35
3. 3	119	2	2	10	27	60	4.41
4. 4	102	1	2	7	26	65	4.51
5. 5	67	0	0	10	25	64	4.54

Table 5
Principals' Means and Ranks of the Teachers' Need and Proficiencies

Item	Needs		Proficiency		Mean	
	Mean	Rank	Mean	Rank	Diff	Rank
1. Prepare and develop lesson plans and teaching units.	3.26	9	3.82	17	+.56	20.5
2. Deal with pupil behavior problems.	3.25	10	3.69	23	+.44	33
3. Select, prepare, and effectively utilize educational media.	2.86	30	3.58	28	+.72	12
4. Analyze and evaluate his/her teaching performance skills.	3.07	28	3.56	30	+.49	29
5. Utilize the findings from #4 above in altering his/her teaching and providing more successful instruction for the pupils.	3.13	25.5	3.58	28	+.45	32
6. Diagnose pupil problems (via testing instruments, observational techniques, etc.)	3.13	25.5	3.62	25.5	+.49	29
7. (After diagnosis)...make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes.	3.19	20	3.62	25.5	+.43	34.5
8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	3.19	20	4.09	3	+.90	1
9. Motivate student achievement via modeling, reinforcement, provision of success experiences, appeal to student interests, etc.	3.24	12.5	3.82	17	+.58	18.5
10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.	3.23	15.5	3.71	22	+.48	31
11. Teach reading in his/her grade or subject area.	2.56	35	2.99	35	+.43	34.5
12. Prepare teacher made tests and evaluate/report pupil progress.	2.83	31	3.52	31.5	+.69	14.5
13. Understand and utilize standardized tests.	2.68	34	3.17	33	+.49	29
14. Communicate effectively with parents and students regarding student progress.	3.27	7.5	3.82	17	+.55	22.5
15. Resolve the possible conflicts between his/her philosophical views and the actual day-to-day operations of your school.	2.74	33	3.52	31.5	+.78	7
16. Understand the major principals of school law as they apply to areas such as due process, contracts, liability, corporal punishment, governance, finance, etc.	2.75	32	3.11	34	+.36	38

(continued)

	Needs		Proficiency		Mean	
Item	Mean	Rank	Mean	Rank	Diff	Rank
17. Develop instructional objectives and strategies for a multicultural classroom setting; e.g., to accent ethnic awareness, development of positive inter-and intra-group relations, development of teaching strategies based on due regard for bilinguality, etc.	2.03	38	2.56	38	+.53	24.5
18. Use classroom time effectively.	3.32	2	3.87	15	+.55	22.5
19. Apply effective questioning/thinking skills.	3.11	27	3.64	24	+.53	24.5
20. Establish teachable moments, i.e., establish situations where everything "jells."	3.06	29	3.58	28	+.52	26.5
21. Encourage and facilitate the development of children's social skills and enhanced self-concepts.	3.19	20	3.78	21	+.59	17
22. Adequately challenge his/her gifted/talented students.	2.22	36	2.60	36	+.38	36.5
23. Adequately teach handicapped pupils who have been or may be "mainstreamed" into his/her classroom.	2.20	37	2.58	37	+.38	36.5
24. Show fairness, tact, compassion and good judgment in dealing with pupils, parents, teachers, etc.	3.38	1	3.90	13	+.52	26.5
25. Demonstrate enthusiasm for teaching.	3.31	4.5	4.10	1	+.79	6
26. Use effectively of verbal and non-verbal classroom communication techniques.	3.23	15.5	3.81	19	+.58	18.5
27. Use acceptable written and oral expression.	3.16	23	3.92	12	+.76	8.5
28. Use positive reinforcement patterns with students.	3.31	4.5	3.95	11	+.64	16
29. Maintain a challenging level of instruction.	3.24	12.5	3.80	20	+.56	20.5
30. Convey the impression of knowing what to do and how to do it.	3.19	20	3.88	14	+.69	14.5
31. Be respected by: A. Other teachers	3.19	20	4.03	7	+.84	5
B. Students	3.31	4.5	4.02	8	+.71	13
C. Parents	3.24	12.5	3.98	10	+.74	10
D. Administrators	3.15	24	4.04	6	+.89	2
32. Have good rapport/working relations with: A. Other teachers	3.24	12.5	4.09	3	+.85	4
B. Students	3.31	4.5	4.07	5	+.76	8.5
C. Parents	3.27	7.5	4.00	9	+.73	11
D. Administrators	3.21	17	4.09	3	+.88	3

thought the greatest need of these teachers (Rank 1) was competency #24, "Show fairness, tact, good judgement..."

Similarly, the principals' tenth most needed competency, overall, for these teachers was competency #2, "Deal with pupil behavior problems." (The next section of this paper will emphasize in more detail these 10 most needed competencies.) The 38th (or from this set of competencies, the least needed) was item #17, "... planning lessons with multicultural in mind ..."

The second column or set of data presented in Table 5 relates to proficiency ratings that the principals gave to our teachers. Our teachers, overall, were thought most proficient in competency described by item 25, "Demonstrate enthusiasm for teaching." The competency that was most needed (#24, Fairness, tact, etc.) was associated with a proficiency rank of 13. Our teachers were thought to be least proficient (rank 38) in the competency area that was least needed (Item #17, multicultural education.)

The third set or column of data shows how the need and proficiency means relate to each other. It is noteworthy that each of the overall proficiency means was numerically higher than its need counterpart. The largest difference between a proficiency and need mean was associated with competency #8, "Works well with others ..." The proficiency mean was .90 higher than the need mean and this +.90 difference was given a rank of 1. The smallest mean difference of +.36 was associated with item 16, "School law ..." and was given a rank of 38.

Figure 1 data merely depict plots of each item's need and proficiency means. It is certainly clear that the principals, overall and for the total group of teachers being rated (N = 620), thought the least needed competencies were those described by items 17, 22, and 23 (these means were less than 2.50). Need means between 2.50 and 3.00 may be looked upon as low need items and were associated with items 3, 11, 12, 13, 15, and 16. It should be noted, however, that many of these principals may have been influenced by teachers' proficiencies while completing the need ratings, i.e., "if teachers are quite proficient already then there is less need for this competency."

FOR THE 10 MOST NEEDED COMPETENCIES OVERALL, AN INDEPTH LOOK AT EACH PROGRAM'S NEED AND PROFICIENCY STATUS

Figures 2 through 11 reveal how the teachers in each broad program area were rated in terms of their need and proficiency ratings. There are many specific findings presented in these graphs and interested program faculty should follow findings of their own area. One set of general findings would seem warranted, however: It appears that our English, Industrial Education, and math teachers' needs in many of these competencies surpassed their proficiencies -- a trend that was not evident with the other 15 program areas.

Need and Proficiency Evaluation for Each of the 38 Competencies

This section presents tabulations of the principals' ratings for each of the 38 competency items. Each competency

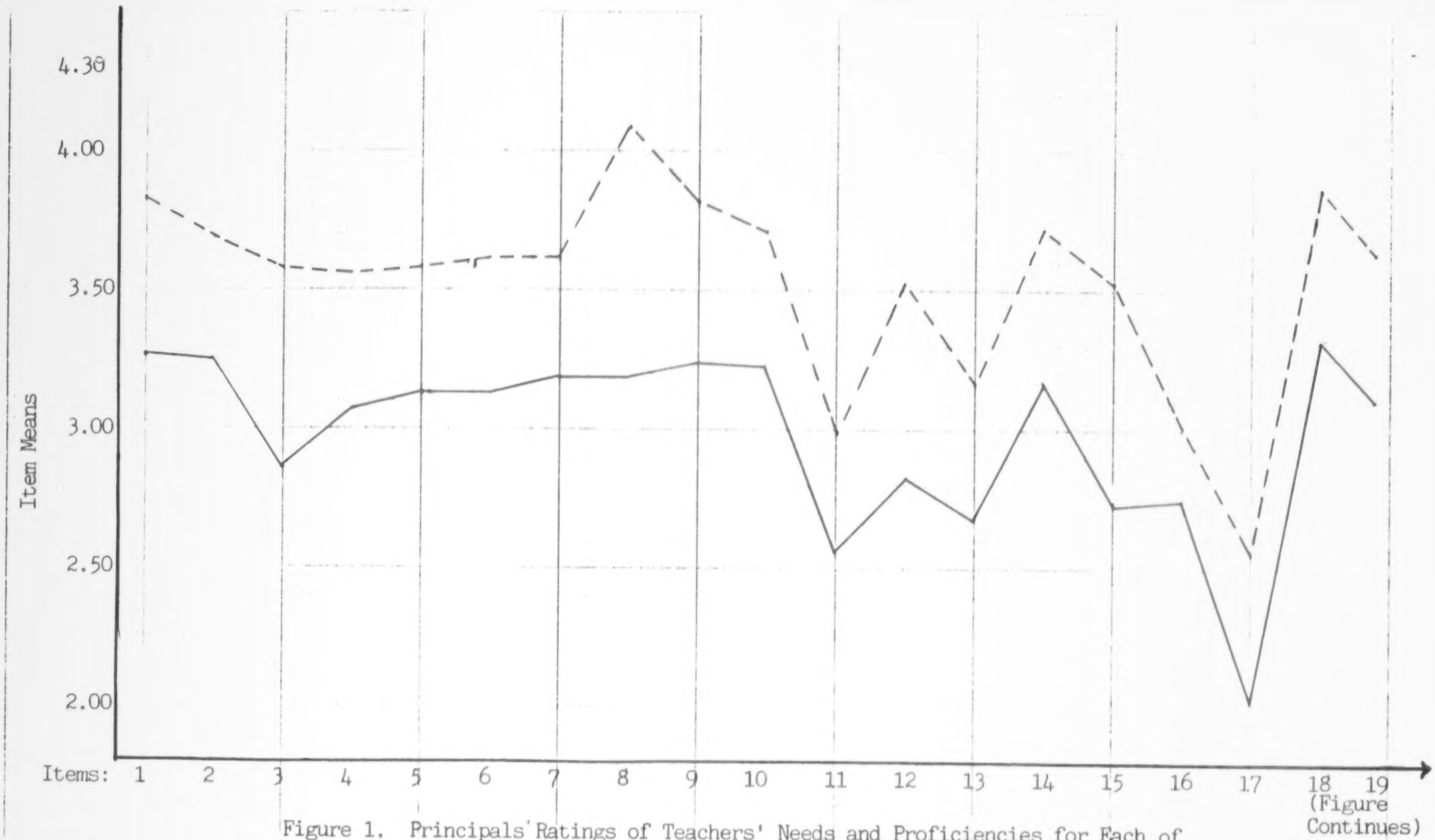
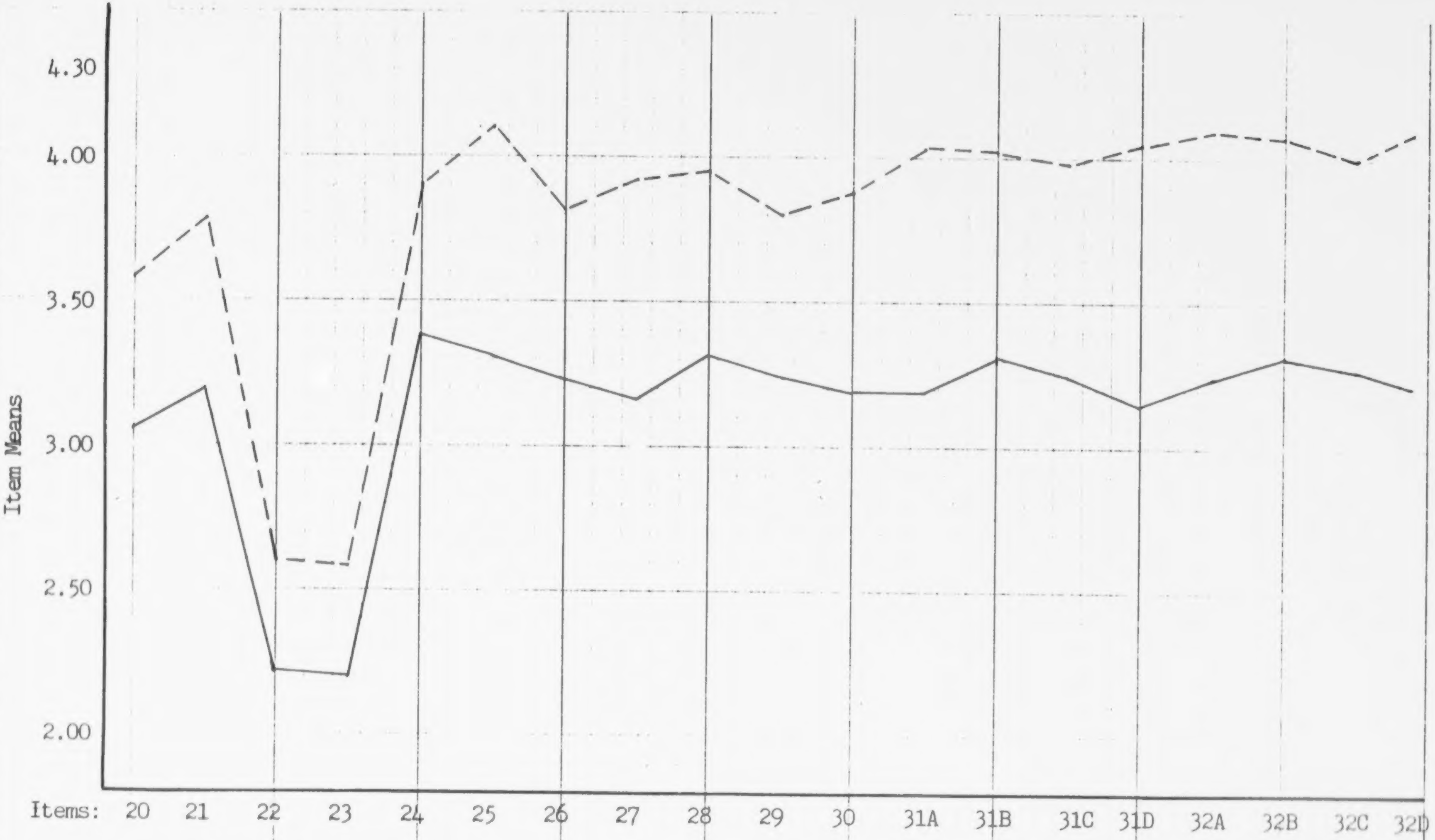


Figure 1. Principals' Ratings of Teachers' Needs and Proficiencies for Each of 38 Items (All Teachers Combined, N = 600)



Continuation of Figure 1

______ Need

- - - - Proficiency

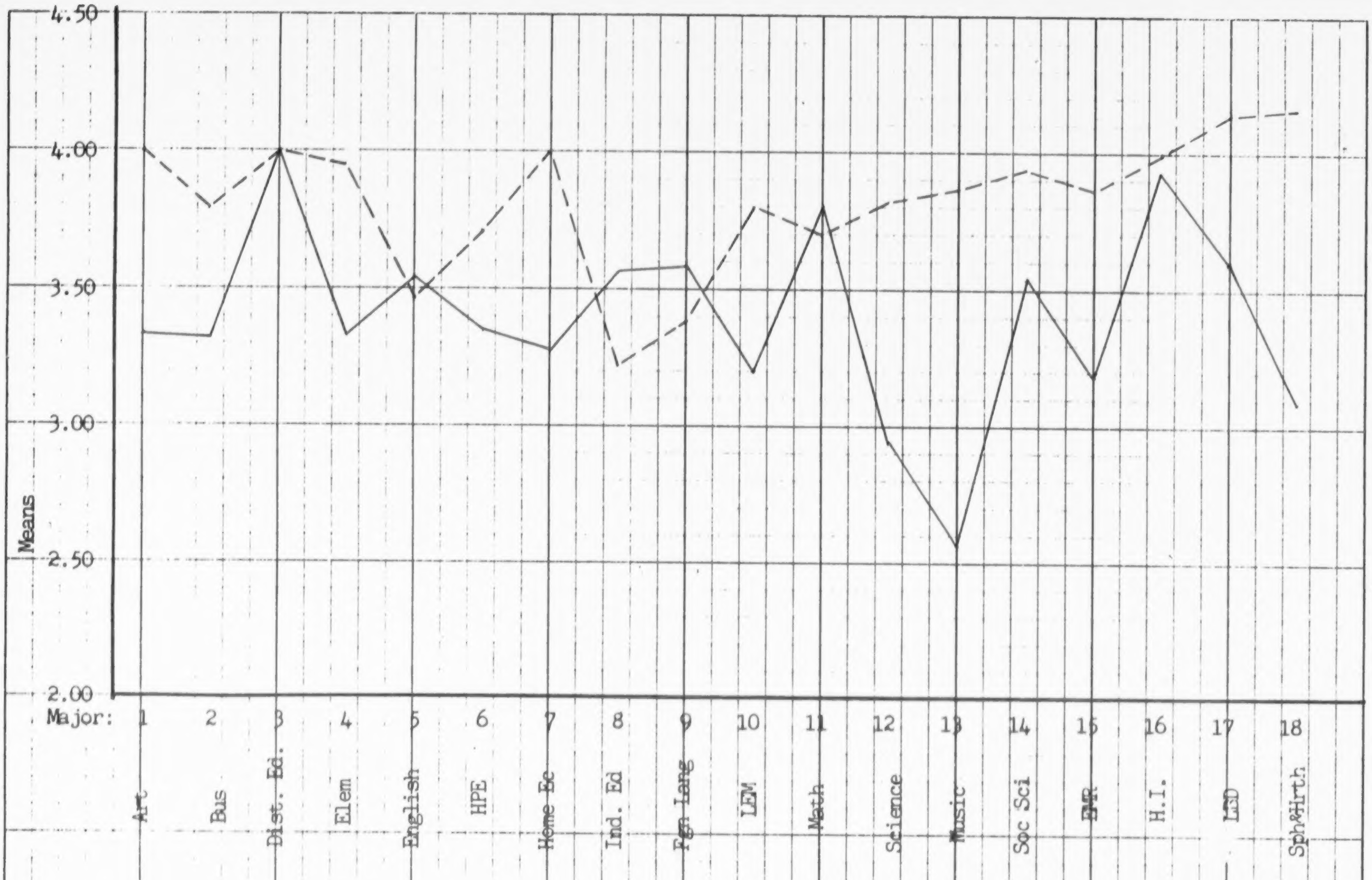


Figure 2. Plot of Program Means Associated with Need Rank #1
24. Show fairness, tact, compassion, and good judgement in dealing with pupils, parents, teachers, etc.

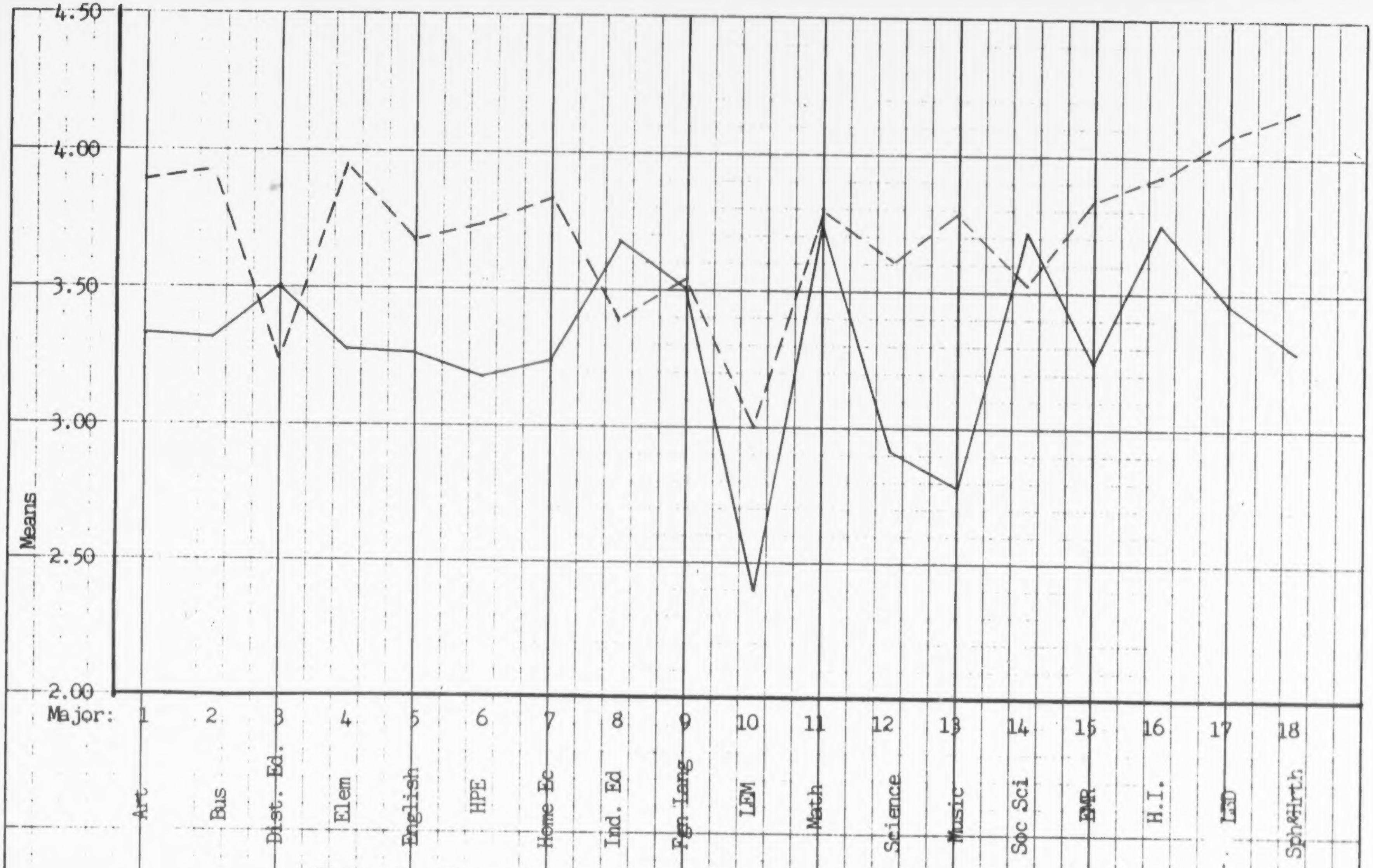


Figure 3. Plot of Program Means Associated with Need Rank #2
18. Use classroom time effectively.

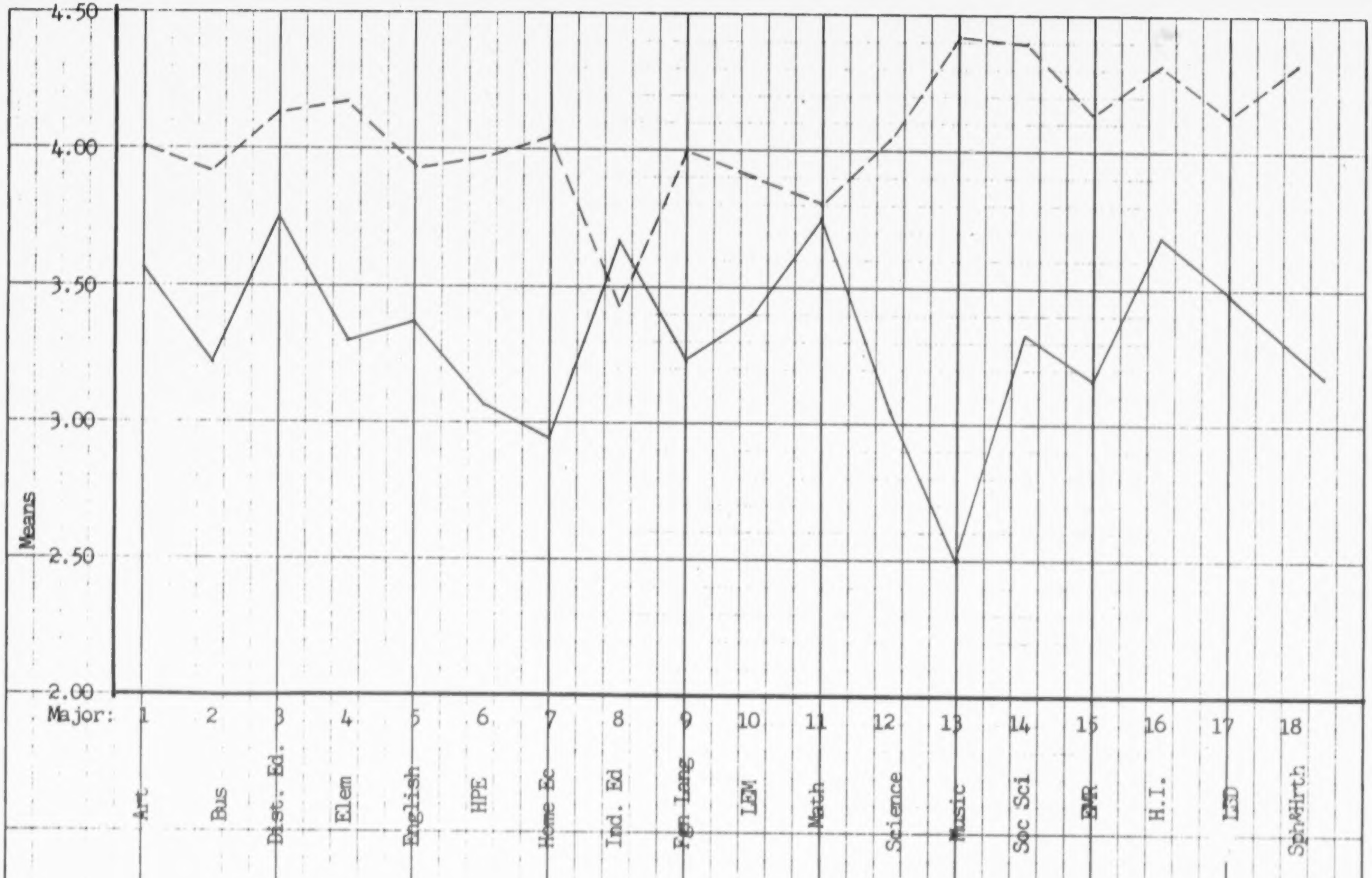


Figure 4. Plot of Program Means Associated with Need Rank #3
25. Demonstrate enthusiasm for teaching.

——————— Need   - - - - - - Proficiency

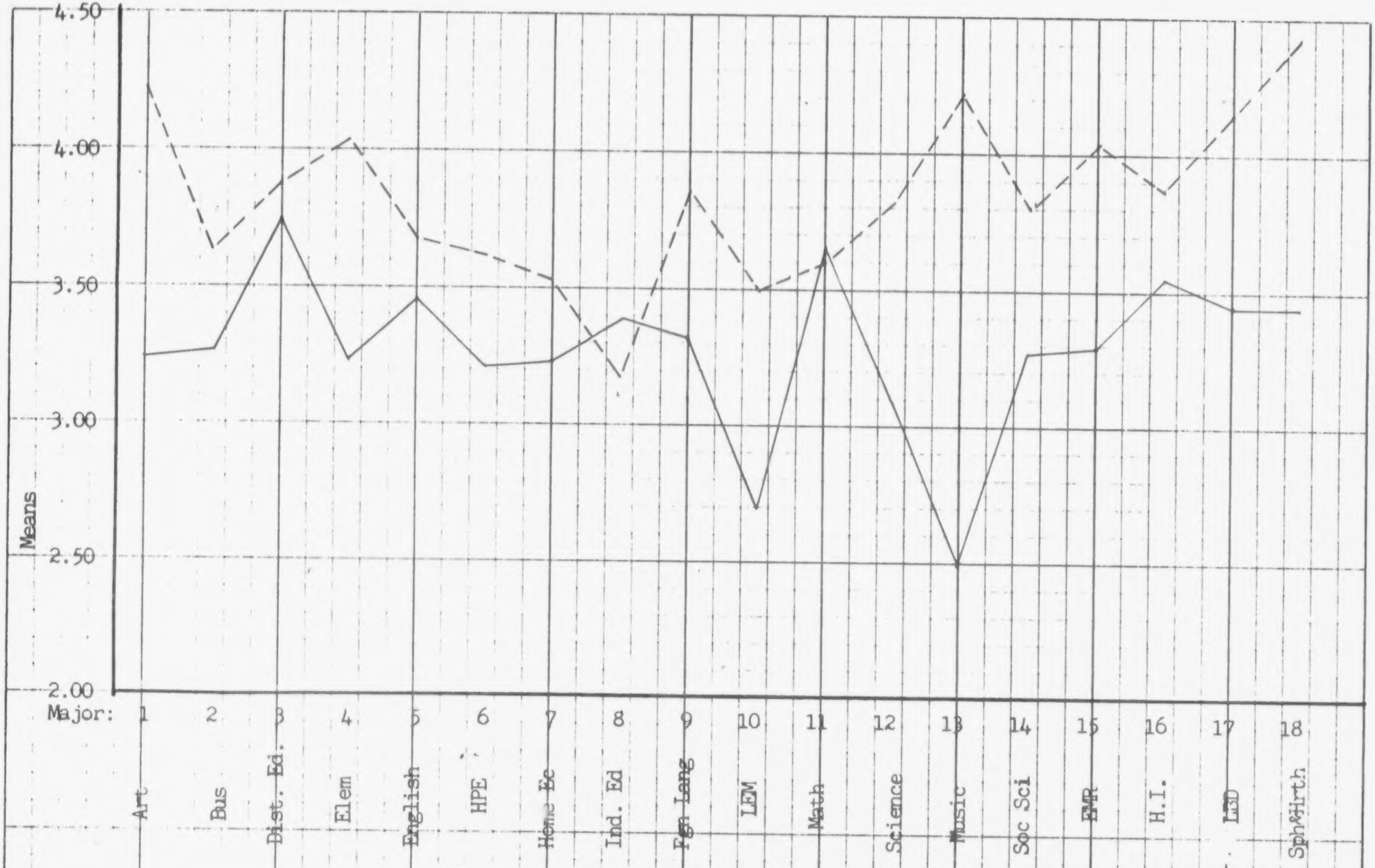


Figure 5. Plot of Program Means Associated with Need Rank #4
28. Use positive reinforcement patterns with students.

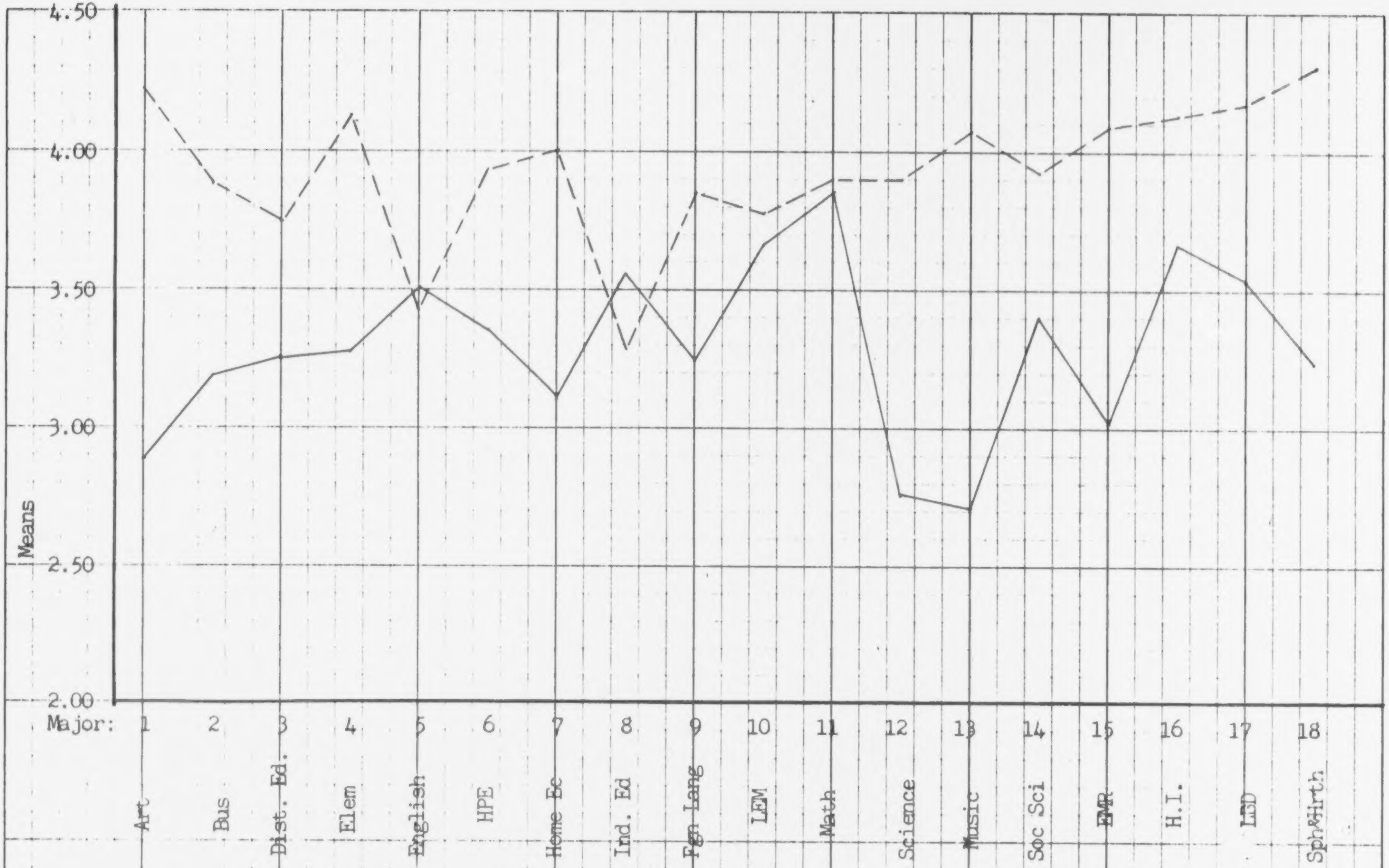


Figure 6. Plot of Program Means Associated with Need Rank #5
31B. Be respected by students.

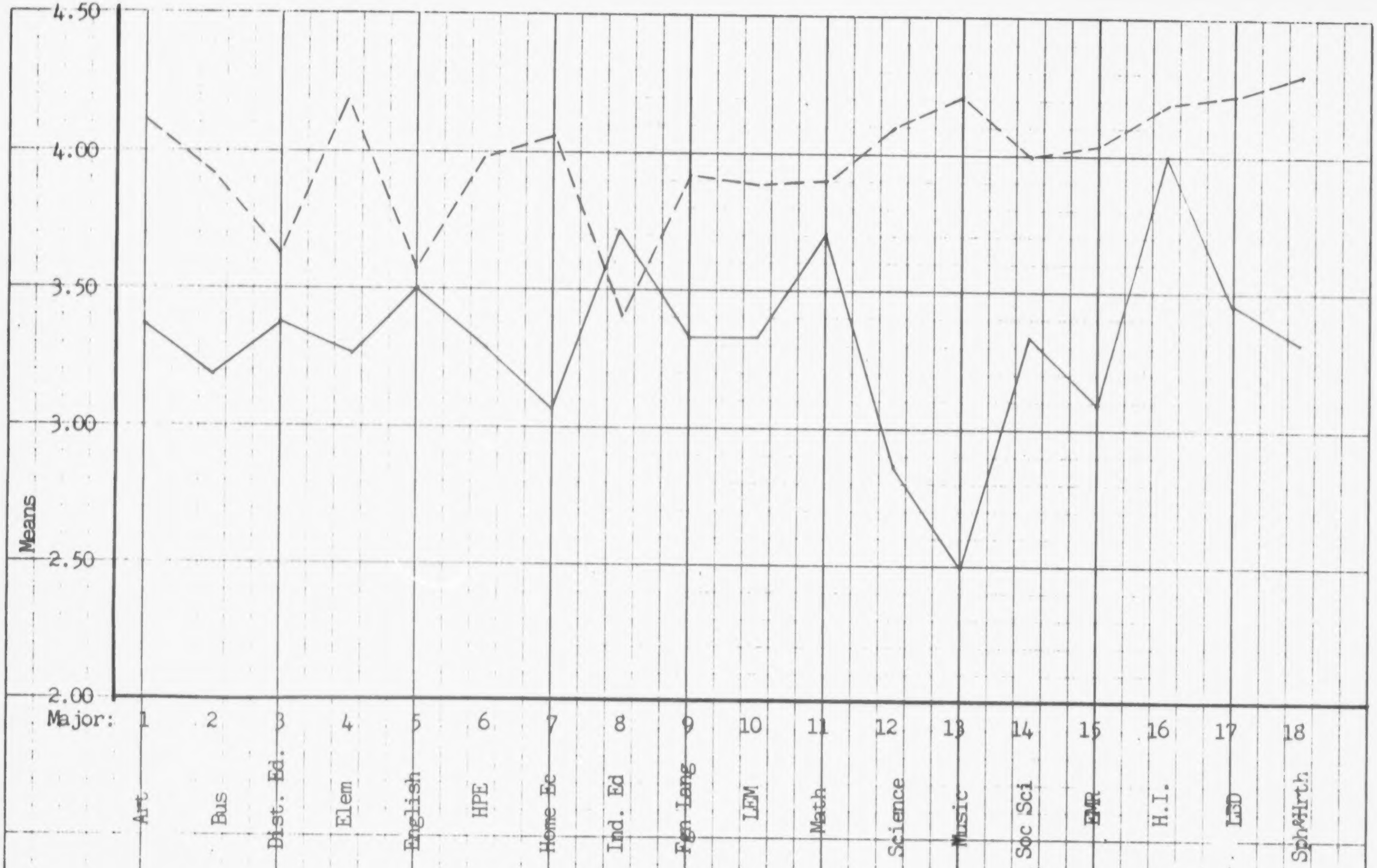


Figure 7. Plot of Program Means Associated with Need Rank #6.
32B. Have good rapport/working relations with students.

———— Need - - - - - - Proficiency

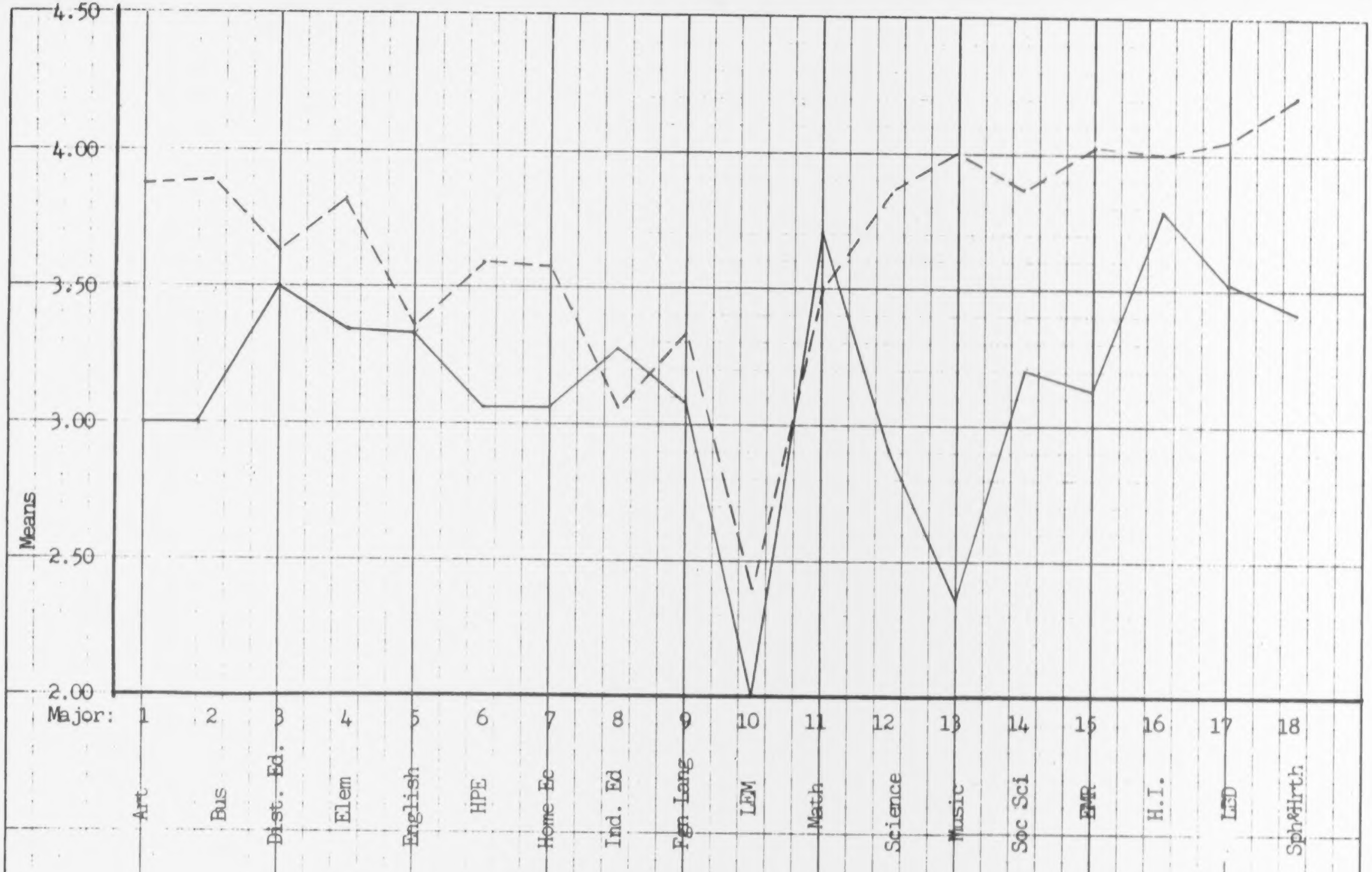


Figure 8. Plot of Program Means Associated with Need Rank #7.
14. Communicate effectively with parents and students regarding student progress.

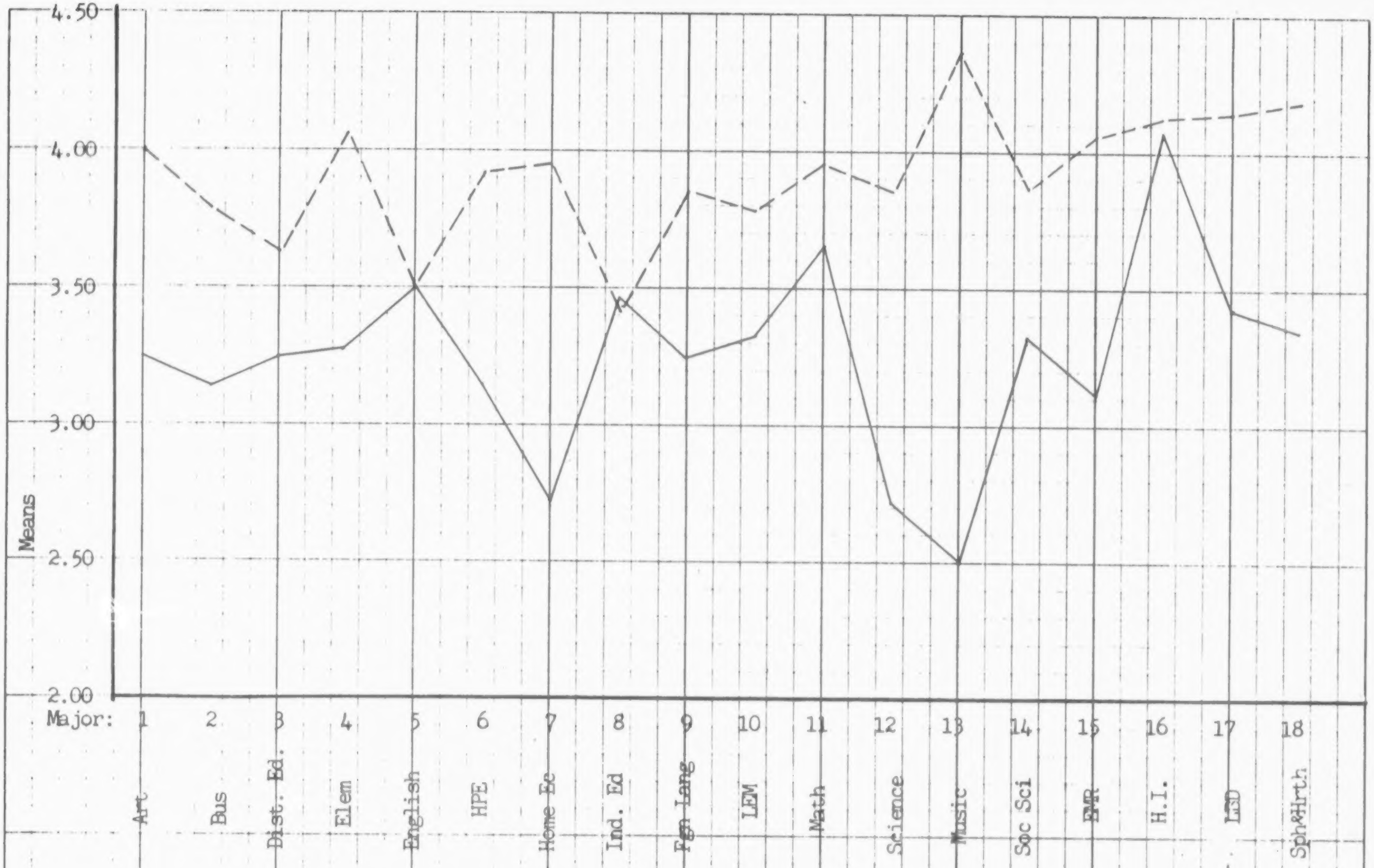


Figure 9. Plot of Program Means Associated with Need Rank #8.
32C. Have good rapport/working relations with parents.

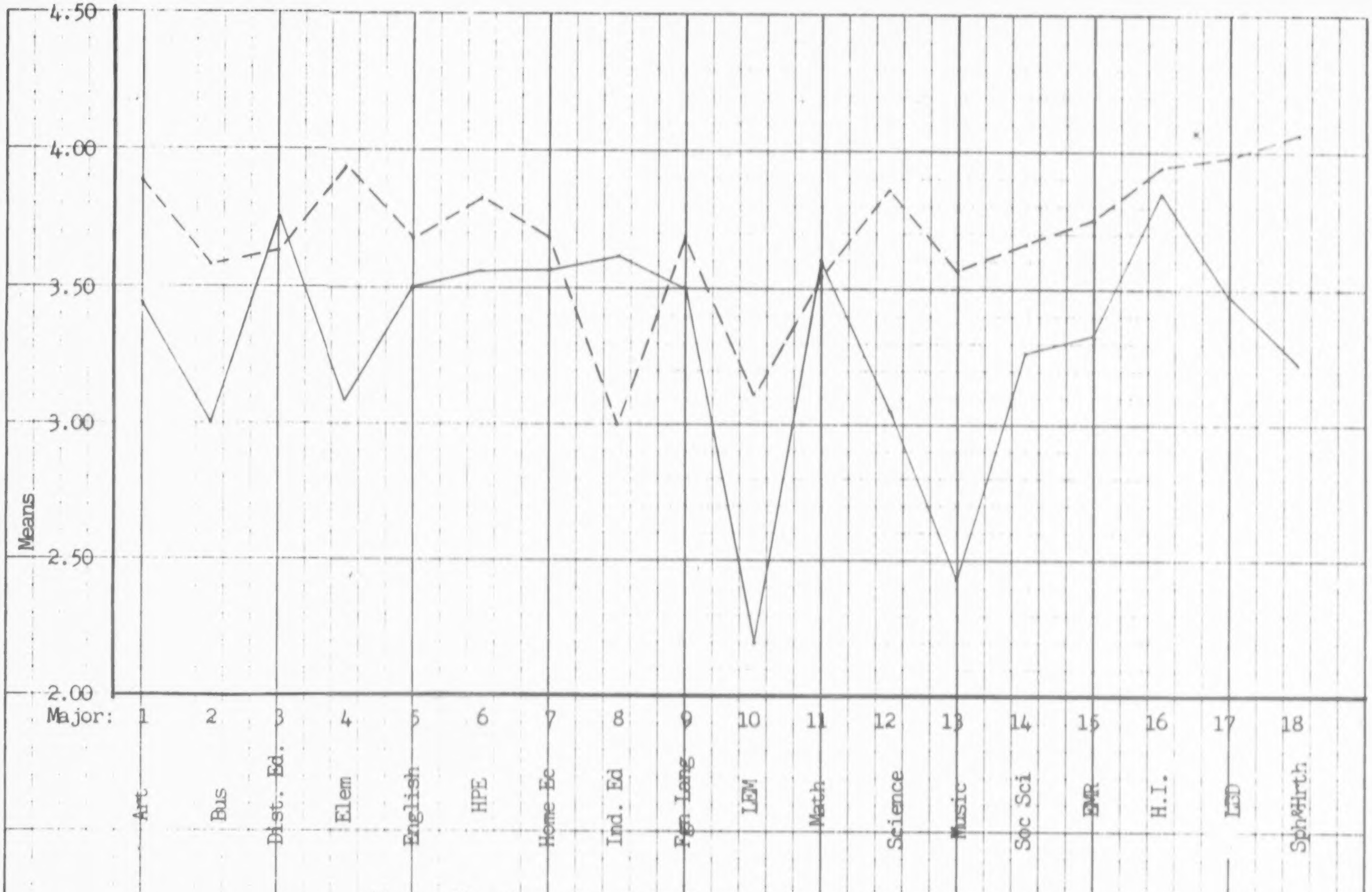


Figure 10. Plot of Program Means Associated with Need Rank #9.
1. Prepare and develop lesson plans and teaching units.

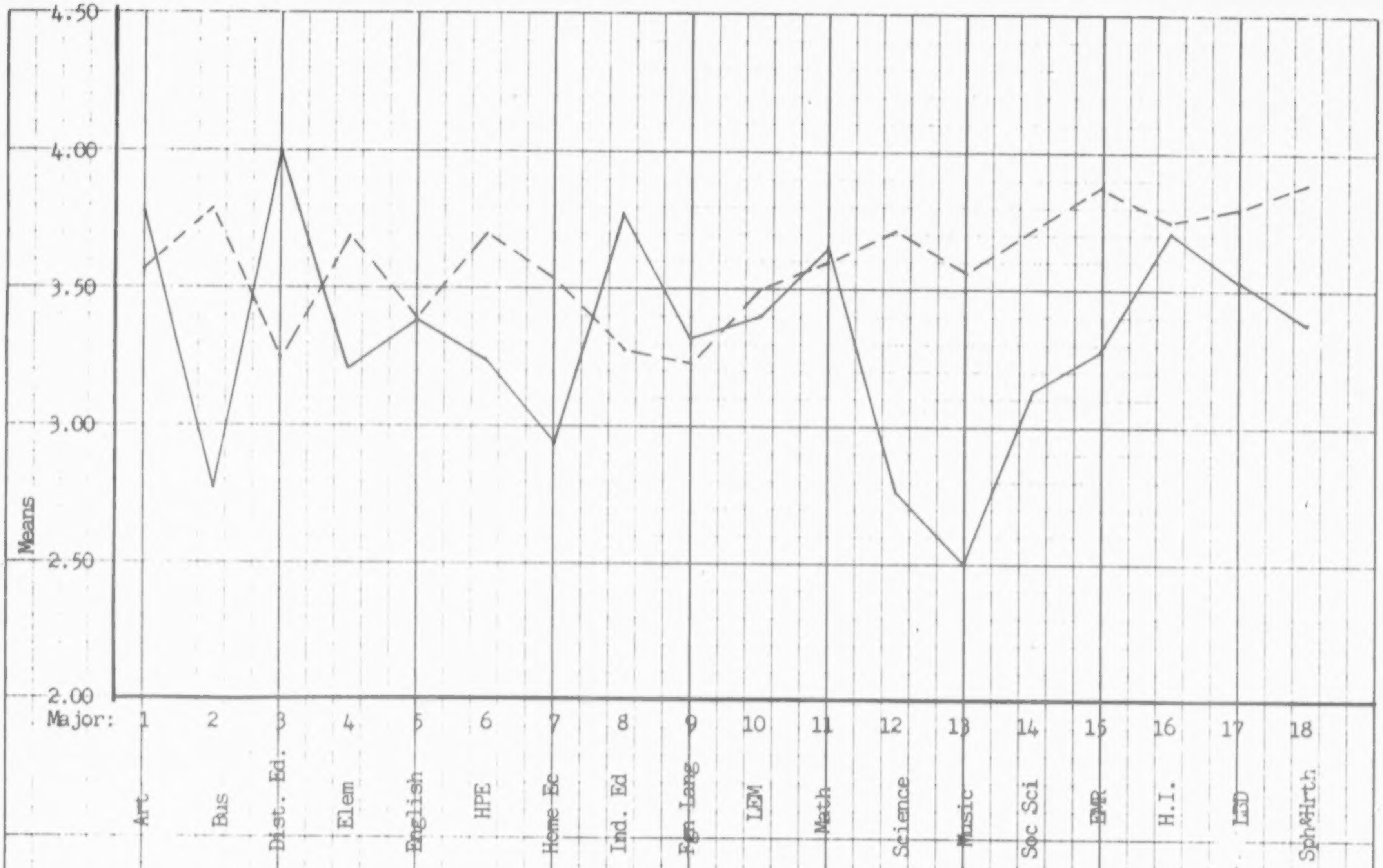


Figure 11. Plot of Program Means Associated with Need Rank #10.
2. Deal with pupil behavior problems.

item is addressed in four ways: (1) By 18 general program areas, (2) By teaching field, (3) By teaching location, and (4) By years of teaching experience.

There are certainly too many findings for one to enumerate in a document such as this. Interested program faculty could well gain a feeling for how well or how poorly, comparatively, their majors performed by following these simple procedures:

1. For each competency item, compare your majors' need's mean with the total mean.

    E.g., Item 1, elementary education has a need mean based on 133 students of 3.09, the need mean for all 597 teachers was 3.26.

2. Then for each competency item, compare your majors' proficiency mean with the total proficiency mean and the major's need mean.

    E.g., Item 1, the 20 math teachers had a proficiency mean of 3.55 compared to the total proficiency mean of 3.82 based on 618 teachers. The math proficiency mean of 3.55 was less than the need mean of 3.60.

The pages following the next paragraph are used to present the need and proficiency summaries for each of the competency items.

Appendix 1 (of 1) presents narrative summaries of principals' responses to these three questions that were in Part C of the questionnaire:

3. Do you have suggestions how BGSU can better prepare teachers? If so, please describe them in this space or attach separate page(s).

4. Special comments: (For example, visible strengths and/or weaknesses of teacher education preparation at BGSU.

5. If you were involved, why did you recommend the hiring of this BGSU graduate?

Teacher's Ability To: Prepare and develop lesson plans and teaching units.

Item : 1

		Responses (In Percents)													
		Need							Proficiency						
Major	N's N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	11	-	11	22	22	33	3.44	-	-	-	44	22	33	3.89
2. Business	23/24	4	17	17	17	22	22	3.00	-	-	-	13	8	3	3.58
3. Dist Ed	8/8	-	-	13	38	13	38	3.75	-	-	13	38	25	25	3.63
4. Elem	133/137	2	29	8	11	23	28	3.09	-	-	4	22	51	23	3.94
5. English	26/28	4	8	12	15	35	27	3.50	-	-	14	25	39	21	3.68
6. HPE	34/34	6	21	12	18	12	32	3.06	-	3	9	18	44	27	3.82
7. Home Ec	18/19	-	28	6	22	22	22	3.06	-	-	-	32	68	-	3.68
8. Ind Ed	18/18	-	-	17	22	44	17	3.61	-	6	17	50	28	-	3.00
9. Fgn Lang	12/13	-	25	8	-	25	42	3.50	-	8	-	23	54	15	3.69
10. LEM	10/9	20	10	40	-	20	10	2.20	11	-	-	44	44	-	3.11
11. Math	20/20	5	15	-	15	25	40	3.60	-	-	-	50	45	5	3.55
12. Sciences	22/22	-	36	-	14	23	27	3.05	-	-	-	32	50	18	3.86
13. Music	14/14	-	36	21	7	36	-	2.43	-	-	7	36	50	7	3.57
14. Soc Sci	15/15	7	20	-	27	7	40	3.27	-	-	13	27	40	20	3.67
15. EMR	65/69	-	34	2	5	19	42	3.32	1	3	3	22	54	17	3.75
16. H.I.	13/16	-	23	-	-	23	54	3.85	-	-	6	25	38	31	3.94
17. LBD/Elem	122/127	2	25	5	7	16	46	3.48	-	-	2	21	52	24	3.98
18. Sph&HrTh	35/36	3	20	11	17	14	34	3.23	-	-	-	22	50	28	4.06
Total	597/618	2	24	8	12	21	34	3.26	0	1	4	27	48	20	3.82
Teaching Field															
1. Elem	137/141	2	29	8	10	23	29	3.11	-	-	4	21	50	25	3.96
2. Sec Ed	94/97	3	20	4	15	26	32	3.35	-	1	6	32	45	16	3.68
3. Spec Ed	236/249	1	26	5	8	17	44	3.43	0	1	2	22	51	23	3.92
4. Specialize	131/132	5	16	17	18	22	22	3.04	1	2	6	37	42	12	3.55
Teaching Location															
1. Rural	238/245	1	23	10	12	20	35	3.32	0	0	5	26	51	18	3.79
2. Suburban	281/294	4	21	7	10	24	34	3.31	0	1	4	28	47	20	3.80
3. Urban	63/65	2	32	6	18	11	32	3.00	-	-	2	29	43	26	3.94
Yrs. Taught?															
1. 1	119/122	3	19	11	18	26	24	3.16	1	2	7	30	49	12	3.60
2. 2	142/151	1	21	6	11	24	38	3.50	-	-	3	30	44	23	3.86
3. 3	117/120	3	26	12	9	16	33	3.09	-	2	5	29	47	18	3.73
4. 4	97/101	3	21	8	10	18	40	3.39	1	-	5	22	49	24	3.86
5. 5	65/67	3	32	3	11	22	29	3.03	-	-	-	16	57	27	4.10

Teacher's Ability To: Deal with pupil behavior problems.

Item: 2

Major	N's	Responses (In Percents)													
		Need							Proficiency						
	N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	-	-	11	33	22	33	3.78	-	-	-	56	33	11	3.56
2. Business	23/24	4	17	13	39	13	13	2.78	-	-	-	42	38	21	3.79
3. Dist Ed	8/8	-	-	13	13	38	38	4.00	-	13	13	25	38	13	3.25
4. Elem	136/140	1	18	18	13	25	26	3.21	-	2	7	27	47	16	3.69
5. English	26/28	-	8	15	27	31	19	3.38	-	4	14	36	32	14	3.39
6. HPE	34/33	3	21	9	15	24	29	3.24	-	-	15	24	36	24	3.70
7. Home Ec	18/19	-	39	-	11	28	22	2.94	-	5	5	21	68	-	3.53
8. Ind Ed	18/18	-	11	-	22	33	33	3.78	-	6	6	50	33	6	3.28
9. Fgn Lang	12/13	-	17	8	33	8	33	3.33	-	15	-	31	54	-	3.23
10. LEM	10/10	-	10	-	40	40	10	3.40	-	-	-	60	30	10	3.50
11. Math	20/20	-	15	5	25	10	45	3.65	-	-	15	25	45	15	3.60
12. Sciences	22/21	-	27	9	36	14	14	2.77	-	-	5	43	29	24	3.71
13. Music	14/14	-	29	36	-	29	7	2.50	-	-	14	29	43	14	3.57
14. Soc Sci	15/15	7	27	-	7	33	27	3.13	-	-	7	27	53	13	3.73
15. EMR	66/68	-	27	9	5	27	32	3.27	-	-	7	18	56	19	3.87
16. H.I.	14/17	-	14	7	14	21	43	3.71	-	-	6	29	47	18	3.76
17. LBD/Elem	122/127	2	16	9	9	28	36	3.53	-	2	9	22	43	24	3.80
18. Sph&HrTh	34/36	6	27	21	24	18	6	2.38	-	-	3	25	53	19	3.89
Total	601/620	1	19	12	16	25	27	3.25	-	2	8	28	45	18	3.69
Teaching Field															
1. Elem	140/144	1	17	17	14	25	27	3.24	-	2	7	28	46	17	3.69
2. Sec Ed	94/96	1	18	9	28	20	25	3.21	-	3	9	33	41	14	3.52
3. Spec Ed	237/249	2	21	11	10	26	31	3.31	-	1	7	22	49	22	3.83
4. Specialize	131/132	2	20	10	20	26	23	3.18	-	2	8	36	41	14	3.56
Teaching Location															
1. Rural	239/244	-	16	15	19	27	23	3.25	-	1	9	30	47	13	3.61
2. Suburban	283/296	2	18	9	15	25	31	3.36	-	2	7	27	44	20	3.72
3. Urban	64/66	3	30	8	13	20	27	2.97	-	2	5	26	45	23	3.83
Yrs. Taught?															
1. 1	122/122	1	17	14	22	25	21	3.16	-	4	12	26	47	11	3.48
2. 2	143/150	-	13	11	18	26	34	3.57	-	3	9	30	37	20	3.61
3. 3	117/121	2	27	9	15	23	24	3.02	-	-	4	33	49	14	3.73
4. 4	97/101	2	17	10	13	32	26	3.34	-	-	6	27	47	21	3.82
5. 5	65/67	3	22	17	9	23	26	3.06	-	-	6	21	48	25	3.93

Teacher's Ability To: Select, prepare, and effectively utilize educational media.

Item : 3

Major	N's N/P	Need 0	Need 1	Need 2	Need 3	Need 4	Need 5	Need Mean	Proficiency 0	Proficiency 1	Proficiency 2	Proficiency 3	Proficiency 4	Proficiency 5	Proficiency Mean
		Responses (In Percents)													
1. Art	9/9	11	-	22	44	11	11	2.78	-	-	11	44	11	33	3.67
2. Business	23/23	-	17	17	30	26	9	2.91	-	-	9	48	30	13	3.48
3. Dist Ed	8/8	-	-	25	38	38	-	3.13	-	-	-	75	25	-	3.25
4. Elem	134/139	1	21	13	32	22	12	2.89	1	-	1	44	40	14	3.64
5. English	26/28	-	15	12	39	23	12	3.04	-	-	4	43	46	7	3.57
6. HPE	34/33	12	24	18	24	21	3	2.26	6	-	6	39	36	12	3.36
7. Home Ec	18/19	-	33	11	22	22	11	2.67	-	-	-	53	47	-	3.47
8. Ind Ed	17/17	-	6	6	71	18	-	3.00	-	-	12	65	24	-	3.12
9. Fgn Lang	12/13	-	25	-	25	42	8	3.08	-	-	-	54	31	15	3.62
10. LEM	10/10	-	30	-	-	20	50	3.60	-	-	-	20	60	20	4.00
11. Math	20/20	-	25	-	50	20	5	2.80	5	-	-	60	35	-	3.20
12. Sciences	22/22	-	18	18	23	37	5	2.91	-	-	9	50	23	18	3.50
13. Music	14/14	7	57	7	21	-	7	1.71	7	-	-	36	14	43	3.79
14. Soc Sci	15/15	-	20	13	40	13	13	2.87	-	-	-	33	53	13	3.80
15. EMR	65/68	-	26	9	26	26	12	2.89	2	-	6	35	49	9	3.56
16. H.I.	14/17	-	14	7	14	36	29	3.57	-	-	6	41	47	6	3.53
17. LBD/Elem	122/127	1	19	15	25	25	16	3.01	-	-	2	39	43	15	3.71
18. Sph&HrTh	34/36	12	27	12	21	18	12	2.41	8	-	-	42	28	22	3.47
Total	597/618	2	21	12	29	23	12	2.86	2	-	3	43	39	13	3.58
Teaching Field															
1. Elem	138/143	1	21	12	31	22	13	2.91	1	-	1	43	41	15	3.66
2. Sec Ed	94/97	-	20	10	37	26	7	2.90	1	-	3	49	38	9	3.51
3. Spec Ed	236/249	2	22	12	24	25	15	2.93	2	-	3	39	43	14	3.62
4. Specialize	130/130	5	22	15	31	19	9	2.63	2	-	5	48	32	13	3.45
Teaching Location															
1. Rural	239/244	1	21	14	29	22	13	2.89	1	-	3	45	37	14	3.61
2. Suburban	280/294	3	21	10	30	24	13	2.90	2	-	4	41	42	12	3.57
3. Urban	63/66	3	27	13	27	25	5	2.59	3	-	3	49	33	12	3.45
Yrs. Taught?															
1. 1	118/121	2	22	9	35	25	8	2.83	2	-	6	48	34	11	3.45
2. 2	143/150	2	15	15	32	24	12	2.96	1	-	1	49	37	11	3.53
3. 3	117/121	3	27	12	25	21	12	2.71	2	-	3	40	42	13	3.60
4. 4	97/101	3	19	11	28	23	17	2.98	3	-	3	40	34	21	3.63
5. 5	65/67	-	32	9	31	14	14	2.68	-	-	2	34	52	12	3.75

Teacher's Ability To: Analyze and evaluate his/her teaching performance skills.

Item : 4

		Responses (In Percents)													
	N's	Need							Proficiency						
Major	N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	-	11	11	44	22	11	3.11	-	-	11	33	33	22	3.67
2. Business	21/24	5	14	27	27	19	5	2.57	4	-	4	42	46	4	3.38
3. Dist Ed	8/8	-	-	13	50	38	-	3.25	-	-	25	25	50	-	3.25
4. Elem	135/140	2	19	10	24	26	21	3.16	-	-	7	31	49	21	3.66
5. English	26/28	4	8	4	42	35	8	3.19	-	4	7	46	32	11	3.39
6. HPE	34/33	3	15	18	24	27	15	3.00	-	-	12	39	42	6	3.42
7. Home Ec	18/19	-	22	17	33	22	6	2.72	-	-	-	53	42	5	3.53
8. Ind Ed	17/17	-	6	12	41	29	12	3.29	-	6	18	59	12	6	2.94
9. Fgn Lang	12/13	-	17	17	25	25	17	3.08	-	8	8	39	46	-	3.23
10. LEM	10/10	10	10	20	20	30	10	2.08	10	-	-	50	40	-	3.10
11. Math	20/20	-	10	20	15	50	5	3.20	-	-	-	55	35	10	3.55
12. Sciences	21/21	-	24	14	19	38	5	2.86	-	-	14	29	52	5	3.48
13. Music	14/14	-	43	21	14	14	7	2.21	-	-	-	21	43	36	4.14
14. Soc Sci	15/15	-	13	13	20	40	13	3.27	-	-	7	40	47	7	3.53
15. EMR	66/68	2	17	18	18	36	9	2.98	3	-	9	43	41	4	3.32
16. H.I.	14/17	-	7	14	-	43	36	3.86	-	-	12	18	71	-	3.59
17. LBD/Elem	121/127	2	17	11	21	35	14	3.13	-	-	4	38	45	13	3.68
18. Sph&HrTh	34/36	3	24	6	18	27	24	3.12	-	-	-	33	42	25	3.92
Total	595/619	2	17	13	23	31	14	3.07	1	1	7	38	44	11	3.56
Teaching Field															
1. Elem	139/144	1	18	9	24	27	21	3.19	-	-	7	31	50	13	3.67
2. Sec Ed	93/96	1	14	13	26	39	8	3.10	-	2	7	43	42	6	3.43
3. Spec Ed	236/249	2	17	12	18	35	15	3.14	1	-	5	37	45	12	3.61
4. Specialize	128/131	2	16	20	30	23	9	2.82	2	1	8	43	37	9	3.41
Teaching Location															
1. Rural	238/245	1	14	16	27	31	11	3.07	0	0	8	40	41	10	3.51
2. Suburban	279/294	3	17	10	21	34	16	3.14	1	1	6	35	46	11	3.60
3. Urban	63/66	2	22	16	22	21	18	2.90	2	-	2	46	44	8	3.53
Yrs. Taught?															
1. 1	119/121	1	14	15	27	30	13	3.09	-	2	7	40	42	10	3.52
2. 2	142/152	1	13	11	23	36	16	3.27	1	-	7	42	41	9	3.49
3. 3	116/120	3	21	14	20	31	12	2.92	1	1	8	38	43	10	3.52
4. 4	96/100	1	18	13	29	27	13	3.01	1	-	6	34	43	17	3.66
5. 5	65/67	3	15	22	17	32	11	2.92	-	-	3	39	52	6	3.61

Teacher's Ability To: Utilize the findings from #4 above in altering his/her teaching and providing more successful instruction for the pupils.

Item 5

Major	N's	Responses (In Percents)													
		Need							Proficiency						
	N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	11	-	11	44	22	11	3.00	-	-	11	33	33	22	3.67
2. Business	21/23	10	14	24	14	24	14	2.71	4	-	-	39	48	9	3.52
3. Dist Ed	8/8	-	-	13	50	38	-	3.25	-	-	-	38	63	-	3.63
4. Elem	134/138	2	16	14	18	26	34	3.22	-	2	4	36	43	16	3.67
5. English	27/28	-	15	7	33	22	22	3.30	-	4	11	36	43	7	3.39
6. HPE	34/34	3	15	21	18	27	18	3.03	-	-	18	30	41	12	3.47
7. Home Ec	19/19	-	26	21	21	21	11	2.68	-	-	11	42	37	11	3.47
8. Ind Ed	17/17	-	6	6	41	41	6	3.35	-	6	18	41	35	-	3.06
9. Fgn Lang	12/13	-	17	8	42	8	25	3.17	-	8	8	46	31	8	3.23
10. LEM	10/10	10	10	20	30	30	-	2.60	20	-	-	50	30	-	2.70
11. Math	20/20	-	5	20	25	20	30	3.50	-	-	5	60	30	5	3.35
12. Sciences	21/21	-	14	24	14	33	14	3.10	-	-	5	52	33	10	3.48
13. Music	14/14	-	50	14	21	-	14	2.14	-	-	-	36	36	29	3.93
14. Soc Sci	15/15	-	7	20	20	27	27	3.47	-	-	7	47	40	7	3.47
15. EMR	66/68	-	18	20	15	27	20	3.11	2	2	4	40	41	12	3.53
16. H.I.	13/16	-	15	8	-	31	46	3.85	-	-	19	19	44	19	3.63
17. LBD/Elem	122/127	2	19	13	15	34	18	3.14	1	-	4	32	50	13	3.70
18. Sph&HrTh	34/36	3	21	9	18	24	27	3.18	-	-	-	36	39	25	3.89
Total	596/616	2	17	15	20	27	20	3.13	1	1	6	37	42	13	3.58
Teaching Field															
1. Elem	138/142	1	16	14	18	26	25	3.25	-	2	4	35	42	17	3.68
2. Sec Ed	94/96	-	12	16	27	25	21	3.28	-	2	7	47	38	6	3.39
3. Spec Ed	236/248	1	19	14	14	30	22	3.18	1	0	4	34	45	15	3.67
4. Specialize	129/131	4	18	18	26	24	11	2.81	2	1	9	38	40	10	3.42
Teaching Location															
1. Rural	238/245	0	16	14	24	28	17	3.15	1	1	7	41	38	11	3.48
2. Suburban	280/292	3	15	14	18	28	23	3.20	1	1	5	36	43	15	3.64
3. Urban	63/66	2	24	19	16	21	19	2.87	2	2	3	33	50	11	3.61
Yrs. Taught?															
1. 1	118/119	2	14	18	24	27	16	3.09	-	4	5	43	35	13	3.48
2. 2	142/151	1	14	11	20	32	23	3.35	1	-	9	36	44	11	3.52
3. 3	117/121	3	24	13	15	30	16	2.94	1	2	5	40	41	12	3.55
4. 4	97/100	1	16	13	29	23	19	3.12	1	-	5	35	44	15	3.66
5. 5	65/67	3	17	25	12	23	20	2.95	-	-	2	36	52	10	3.72

Teacher's Ability To: Diagnose pupil problems (via testing instruments, observational techniques, etc.)

Item : 6

Responses (In Percents)

Major	N's N/P	Need							Proficiency						
		0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	-	11	33	33	11	11	2.78	-	-	11	44	22	22	3.56
2. Business	23/24	-	13	22	35	26	4	2.87	-	-	8	58	29	4	3.29
3. Dist Ed	8/8	-	-	25	25	50	-	3.25	-	13	-	50	28	-	3.13
4. Elem	135/140	3	15	10	27	25	20	3.16	1	1	7	37	41	13	3.54
5. English	27/28	-	7	33	26	33	-	2.85	-	4	4	57	29	-	3.32
6. HPE	34/33	9	12	27	21	27	6	2.62	3	-	3	55	33	6	3.33
7. Home Ec	18/19	6	11	6	50	22	6	2.89	-	-	11	58	26	5	3.26
8. Ind Ed	18/18	-	22	11	22	44	-	2.89	-	-	11	61	28	-	3.17
9. Fgn Lang	12/13	-	17	25	17	33	8	2.92	-	8	15	62	15	-	2.85
10. LEM	10/10	30	10	-	50	-	10	2.10	30	-	-	50	20	-	2.30
11. Math	20/20	-	10	20	25	20	25	3.30	-	-	10	40	35	15	3.55
12. Sciences	22/22	-	23	18	18	27	14	2.91	-	-	14	41	41	5	3.36
13. Music	14/14	14	50	14	7	7	7	1.64	14	-	7	14	57	7	3.21
14. Soc Sci	15/15	-	13	27	33	13	13	2.87	-	-	20	27	47	7	3.40
15. EMR	66/68	-	27	8	12	17	36	3.27	-	-	3	21	59	18	3.91
16. H.I.	14/17	-	14	7	-	29	50	3.93	-	-	12	6	71	12	3.82
17. LBD/Elem	122/127	1	24	8	7	18	43	3.45	-	-	5	17	54	24	3.98
18. Sph&HrTh	34/37	-	24	12	-	12	53	3.59	-	-	-	11	46	43	4.32
Total	601/622	2	19	14	19	22	24	3.13	1	1	6	33	44	15	3.62
Teaching Field															
1. Elem	139/144	3	14	12	27	25	19	3.15	1	1	7	39	40	13	3.52
2. Sec Ed	95/97	-	14	24	24	27	11	2.97	-	2	11	46	34	6	3.31
3. Spec Ed	237/250	0	24	8	7	17	43	3.46	-	-	4	16	55	25	4.01
4. Specialize	131/132	7	17	18	30	24	5	2.63	5	1	7	50	33	5	3.21
Teaching Location															
1. Rural	239/245	3	18	12	22	22	23	3.12	2	0	7	35	42	13	3.54
2. Suburban	284/297	2	16	15	17	25	26	3.23	1	1	7	32	42	17	3.64
3. Urban	63/66	2	29	16	19	13	22	2.79	-	2	2	35	50	12	3.70
Yrs. Taught?															
1. 1	121/122	3	12	17	29	22	17	3.05	3	1	7	43	38	9	3.40
2. 2	143/151	2	13	13	18	23	30	3.37	1	1	8	36	43	11	3.52
3. 3	117/121	3	21	15	14	22	25	3.06	-	-	7	31	43	18	3.72
4. 4	98/101	2	20	15	17	19	26	3.08	-	2	7	26	47	19	3.73
5. 5	65/67	2	29	11	17	17	25	2.92	3	-	3	25	45	24	3.81

Teacher's Ability To: (After diagnosis) ... make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes.

Item :

Responses (In Percents)

Major	N's N/P	Need 0	Need 1	Need 2	Need 3	Need 4	Need 5	Need Mean	Proficiency 0	Proficiency 1	Proficiency 2	Proficiency 3	Proficiency 4	Proficiency 5	Proficiency Mean
1. Art	9/8	-	11	22	33	22	11	3.00	-	-	-	38	50	13	3.75
2. Business	22/24	-	9	23	41	27	-	2.86	-	-	-	63	25	13	3.50
3. Dist Ed	8/8	-	-	25	25	50	-	3.25	-	13	-	63	25	-	3.00
4. Elem	134/140	2	14	12	26	24	22	3.20	1	1	6	39	42	10	3.50
5. English	27/28	-	7	22	37	30	4	3.00	-	7	7	57	14	14	3.21
6. HPE	34/33	3	15	18	27	21	18	3.00	-	-	6	58	27	9	3.39
7. Home Ec	18/19	-	11	17	61	11	-	2.72	-	-	-	68	32	-	3.32
8. Ind Ed	17/17	-	18	6	24	53	-	3.12	-	-	18	59	24	-	3.06
9. Fgn Lang	12/13	-	17	25	17	33	8	2.92	-	8	15	39	39	-	3.08
10. LEM	9/9	11	22	11	44	-	11	2.33	22	-	-	56	22	-	2.56
11. Math	20/20	-	10	20	20	25	25	3.35	-	-	10	45	35	10	3.45
12. Sciences	22/22	-	23	18	27	18	14	2.82	-	-	5	41	46	9	3.59
13. Music	14/14	7	50	21	7	7	7	1.79	14	-	7	14	57	7	3.21
14. Soc Sci	15/15	-	7	27	33	13	20	3.13	-	7	7	40	40	7	3.33
15. EMR	66/68	-	23	14	9	20	35	3.30	-	-	9	19	54	18	3.81
16. H.I.	14/17	7	-	14	-	21	57	4.00	6	-	-	18	65	12	3.71
17. LBD/Elem	121/126	1	22	8	10	18	41	3.47	-	1	1	24	42	33	4.05
18. Sph&HrTh	34/37	3	24	12	-	9	53	3.47	-	-	-	16	43	41	4.24
Total	596/618	2	17	14	21	21	25	3.19	1	1	5	36	40	16	3.62
Teaching Field															
1. Elem	138/144	2	14	13	26	24	21	3.19	1	1	6	40	42	10	3.49
2. Sec Ed	95/97	-	13	21	28	25	13	3.04	-	4	8	46	33	8	3.33
3. Spec Ed	236/249	1	21	11	8	17	42	3.46	0	0	3	21	47	29	3.99
4. Specialize	128/129	2	17	17	34	23	7	2.78	3	1	5	54	31	6	3.28
Teaching Location															
1. Rural	236/242	2	18	11	25	20	24	3.16	1	0	6	38	27	17	3.60
2. Suburban	282/296	1	14	17	18	23	27	3.28	1	2	3	27	41	16	3.65
3. Urban	63/66	3	24	16	14	21	22	2.92	3	2	5	29	47	15	3.61
Yrs. Taught?															
1. 1	119/121	2	10	16	29	27	16	3.18	1	2	8	42	39	8	3.41
2. 2	142/150	4	14	9	20	22	32	3.38	3	2	2	44	34	15	3.51
3. 3	116/120	2	19	17	16	21	26	3.12	-	-	7	34	39	20	3.73
4. 4	98/101	-	17	20	17	18	27	3.16	-	2	6	27	45	21	3.76
5. 5	64/66	-	28	13	20	14	25	2.95	2	-	-	26	49	24	3.92

Teacher's Ability To: Work effectively with other teachers, specialists, admininstrators, students, and parents regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.

Item: 8 parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.

Major	N's N/P	Responses (In Percents) Need 0	1	2	3	4	5	Mean	Proficiency 0	1	2	3	4	5	Mean
1. Art	9/9	11	-	11	22	22	33	3.44	-	-	11	33	-	56	4.00
2. Business	22/24	5	32	14	14	5	32	2.77	-	-	-	21	46	33	4.13
3. Dist Ed	8/8	-	-	13	38	25	25	3.63	-	-	-	38	38	25	3.88
4. Elem	134/139	4	22	8	16	16	34	3.19	-	1	4	15	41	39	4.13
5. English	27/28	-	22	4	26	30	19	3.19	-	-	7	25	50	18	3.79
6. HPE	34/34	3	21	12	18	24	24	3.09	-	-	12	21	29	38	3.94
7. Home Ec	18/19	-	44	-	11	22	22	2.78	-	-	-	11	53	37	4.26
8. Ind Ed	18/18	6	6	6	28	33	22	3.44	-	-	11	22	56	11	3.67
9. Fgn Lang	12/13	-	33	-	25	25	17	2.92	-	-	8	23	39	31	3.92
10. LEM	10/10	-	30	-	10	30	30	3.30	-	10	-	20	60	10	3.60
11. Math	20/20	-	20	5	15	25	35	3.50	-	-	5	25	30	40	4.05
12. Sciences	22/22	5	27	5	18	27	18	2.91	-	-	-	23	36	41	4.18
13. Music	14/14	-	50	14	14	7	14	2.21	-	-	7	21	21	50	4.14
14. Soc Sci	15/15	-	27	7	-	27	40	3.47	-	-	7	13	53	27	4.00
15. EMR	65/69	3	22	11	15	25	25	3.11	-	1	1	23	44	30	4.00
16. H.I.	14/17	-	21	-	7	43	29	3.57	-	-	6	12	47	35	4.12
17. LBD/Elem	122/127	3	26	6	10	18	38	3.28	1	1	2	13	40	44	4.23
18. Sph&HrTh	34/37	6	15	6	12	18	44	3.53	-	-	5	5	41	49	4.32
Total	598/623	3	24	7	15	21	31	3.19	0	1	4	17	41	37	4.09
Teaching Field															
1. Elem	138/143	4	23	8	15	16	35	3.22	-	1	4	15	41	39	4.14
2. Sec Ed	95/97	1	25	4	19	27	23	3.16	-	-	5	24	41	30	3.96
3. Spec Ed	236/251	3	23	7	11	21	35	3.29	0	1	2	14	42	40	4.17
4. Specialize	130/133	3	25	9	18	21	24	2.99	-	1	6	21	39	33	3.98
Teaching Location															
1. Rural	239/246	2	23	7	15	23	30	3.24	0	1	7	16	42	33	3.98
2. Suburban	282/297	4	22	6	16	21	32	3.24	-	0	2	19	40	39	4.14
3. Urban	63/66	5	32	10	10	16	29	3.86	-	-	2	14	49	36	4.20
Yrs. Taught?															
1. 1	118/122	3	25	10	13	24	25	3.06	-	1	8	21	43	28	3.89
2. 2	143/152	1	18	6	17	27	32	3.48	1	1	3	15	43	38	4.13
3. 3	117/121	5	27	5	17	18	27	2.97	-	-	3	19	45	34	4.10
4. 4	98/101	3	26	3	15	14	39	3.29	-	1	4	17	37	42	4.14
5. 5	65/67	5	25	11	12	22	26	3.00	-	-	3	12	42	43	4.25

Teacher's Ability To: Motivate student achievement via modeling, reinforcement, provision of success experiences, appeal to student interests, etc.

Item: 9

		Responses (In Percents)													
	N's	Need							Proficiency						
Major	N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	11	-	11	22	44	11	3.22	-	-	-	33	33	33	4.00
2. Business	22/24	-	18	23	18	18	23	3.05	-	-	-	33	58	8	3.75
3. Dist Ed	8/8	-	13	-	13	50	25	3.75	-	-	25	13	50	13	3.50
4. Elem	131/139	2	21	13	14	24	27	3.19	-	1	1	28	43	26	3.90
5. English	26/28	-	8	19	19	42	12	3.31	-	-	7	32	40	21	3.75
6. HPE	34/34	3	15	15	18	27	24	3.21	-	-	6	35	44	15	3.68
7. Home Ec	18/19	-	17	17	17	28	22	3.22	-	-	-	53	21	27	3.74
8. Ind Ed	18/18	-	11	-	22	61	6	3.50	-	-	22	28	33	17	3.44
9. Fgn Lang	12/13	-	25	-	33	25	17	3.08	-	15	-	31	39	15	3.38
10. LEM	10/10	20	-	10	10	40	20	3.10	10	-	-	50	40	-	3.10
11. Math	20/19	5	10	10	15	15	45	3.60	-	-	11	32	42	16	3.63
12. Sciences	22/21	-	23	14	9	41	14	3.09	-	-	10	33	48	10	3.57
13. Music	14/13	-	64	7	-	14	14	2.07	-	-	-	8	46	46	4.38
14. Soc Sci	15/15	-	13	13	27	13	33	3.40	-	-	7	33	33	27	3.80
15. EMR	65/69	-	25	11	11	28	26	3.20	1	-	4	23	55	16	3.78
16. H.I.	13/16	-	15	8	8	39	31	3.62	-	-	-	31	56	13	3.81
17. LBD/Elem	122/125	1	21	10	7	32	30	3.36	-	1	5	23	46	25	3.90
18. Sph&HrTh	34/36	9	18	3	9	35	27	3.24	-	-	-	17	50	33	4.17
Total	595/616	2	20	11	13	30	25	3.24	0	1	4	28	45	22	3.82
Teaching Field															
1. Elem	137/143	2	20	12	14	24	28	3.22	-	1	1	28	43	27	3.92
2. Sec Ed	94/95	1	15	13	20	29	22	3.28	-	2	7	33	41	17	3.63
3. Spec Ed	235/247	2	21	9	8	32	28	3.31	0	0	4	23	50	23	3.89
4. Specialize	130/132	3	19	13	14	32	19	3.10	1	-	6	33	42	18	3.70
Teaching Location															
1. Rural	238/243	1	18	13	13	33	22	3.27	0	1	6	29	45	19	3.73
2. Suburban	280/292	3	19	9	14	28	29	3.33	-	1	3	28	45	23	3.86
3. Urban	62/67	3	27	11	8	26	24	2.98	2	-	3	25	42	28	3.91
Yrs. Taught?															
1. 1	119/118	3	16	17	23	23	19	3.05	-	3	8	34	39	17	3.60
2. 2	142/150	-	13	11	12	31	33	3.60	1	1	6	28	43	21	3.74
3. 3	117/121	3	23	9	12	33	21	3.09	-	-	3	31	44	22	3.83
4. 4	97/102	1	21	8	10	32	28	3.35	-	-	1	21	52	27	4.04
5. 5	64/67	3	30	8	6	31	22	2.98	2	-	2	21	51	25	3.96

Teacher's Ability To: Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc.

Item: 10

		Responses (In Percents)													
	N's	Need							Proficiency						
Major	N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	11	-	22	11	56	-	3.00	-	-	-	33	33	33	4.00
2. Business	22/24	5	5	23	41	9	18	3.00	-	-	8	42	38	13	3.54
3. Dist Ed	8/8	-	-	13	13	63	13	3.75	-	-	13	38	38	13	3.50
4. Elem	136/139	2	16	15	20	27	20	3.15	1	-	7	39	37	17	3.63
5. English	27/28	-	4	22	26	41	7	3.26	-	4	7	54	32	4	3.25
6. HPE	34/32	9	9	18	15	35	15	3.03	3	-	13	38	28	19	3.44
7. Home Ec	19/19	-	11	21	37	21	11	3.00	-	5	-	63	26	5	3.26
8. Ind Ed	18/18	-	11	-	50	33	6	3.22	-	-	17	33	39	11	3.44
9. Fgn Lang	12/13	-	25	8	33	17	17	2.92	-	8	-	62	23	8	3.23
10. LEM	10/10	30	-	30	10	20	10	2.20	10	-	-	50	40	-	3.10
11. Math	20/20	-	10	10	20	40	20	3.50	-	5	5	55	30	5	3.25
12. Sciences	22/21	-	18	18	27	27	9	2.91	-	-	14	48	33	5	3.29
13. Music	13/13	-	39	39	-	8	15	2.23	-	-	-	46	31	23	3.77
14. Soc Sci	15/15	-	7	13	40	20	20	3.33	-	-	20	40	33	7	3.27
15. EMR	63/69	-	32	3	6	14	44	3.37	-	-	4	19	46	30	4.03
16. H.I.	13/16	-	8	15	-	23	54	4.00	-	-	6	31	25	38	3.94
17. LBD/Elem	122/127	1	25	6	6	18	45	3.51	-	1	3	17	44	35	4.10
18. Sph&HrTh	34/36	6	27	3	3	27	35	3.24	3	-	-	22	39	36	4.03
Total	597/617	2	18	12	17	25	27	3.23	1	1	6	34	37	22	3.71
Teaching Field															
1. Elem	140/143	1	16	16	20	28	19	3.15	1	-	6	39	37	17	3.62
2. Sec Ed	95/96	-	12	16	28	32	13	3.18	-	3	10	50	31	5	3.25
3. Spec Ed	233/249	1	26	5	5	19	44	3.46	0	0	3	19	43	34	4.06
4. Specialize	130/130	6	10	20	25	27	12	2.93	2	1	7	44	32	15	3.48
Teaching Location															
1. Rural	238/244	2	15	13	19	27	24	3.25	1	-	6	39	34	20	3.65
2. Suburban	280/292	3	17	13	14	25	29	3.30	0	2	6	32	40	21	3.72
3. Urban	64/67	2	25	13	19	16	27	3.02	-	-	6	27	40	27	3.88
Yrs. Taught?															
1. 1	119/120	3	11	20	20	28	19	3.15	-	2	10	44	32	13	3.43
2. 2	145/150	2	13	11	15	26	33	3.48	1	1	4	35	39	19	3.66
3. 3	117/121	3	20	12	18	21	27	3.15	-	-	7	32	41	19	3.72
4. 4	98/102	-	22	7	16	28	27	3.29	-	1	6	27	37	29	3.88
5. 5	64/67	5	25	13	11	20	27	2.97	2	-	2	24	39	34	4.01

Teacher's Ability To: Teach reading in his/her grade or subject area.

Item: 11

Major	N's N/P	Responses (In Percents) Need 0	1	2	3	4	5	Mean	Proficiency 0	1	2	3	4	5	Mean
1. Art	9/9	33	22	-	44	-	-	1.56	44	-	11	44	-	-	1.56
2. Business	22/24	32	9	23	14	23	-	1.86	29	-	13	42	13	4	2.21
3. Dist Ed	8/8	13	13	25	13	25	13	2.63	13	25	-	50	13	-	2.25
4. Elem	133/138	9	26	8	13	10	35	2.92	12	-	2	25	38	22	3.43
5. English	26/28	-	12	12	35	27	15	3.23	-	-	4	46	43	7	3.54
6. HPE	34/33	53	9	15	9	6	9	1.32	52	-	9	21	15	3	1.58
7. Home Ec	19/19	16	11	11	37	26	-	2.47	16	-	5	74	5	-	2.53
8. Ind Ed	17/17	29	24	24	18	6	-	1.47	41	12	18	29	-	-	1.35
9. Fgn Lang	12/13	17	25	17	25	8	8	2.08	15	-	8	46	31	-	2.77
10. LEM	10/10	60	-	-	20	10	10	1.50	60	-	-	30	10	-	1.30
11. Math	20/20	25	10	25	15	20	5	2.10	25	-	15	45	15	-	2.25
12. Sciences	22/21	18	5	32	27	14	5	2.27	14	-	10	57	19	-	2.67
13. Music	14/13	93	-	-	-	-	7	.36	85	-	-	-	-	15	.77
14. Soc Sci	15/15	7	-	13	40	33	7	3.13	13	-	33	27	20	7	2.60
15. EMR	61/65	2	26	7	16	20	30	3.15	3	-	8	17	55	17	3.72
16. H.I.	12/15	-	17	8	-	17	58	3.92	-	-	7	20	47	27	3.93
17. LBD/Elem	121/126	4	23	7	7	23	36	3.29	2	-	2	21	52	23	3.91
18. Sph&HrTh	34/35	65	12	18	6	-	-	.65	63	-	3	14	14	6	1.34
Total	589/607	18	18	11	15	15	22	2.56	18	1	6	28	34	14	2.99
Teaching Field															
1. Elem	137/142	10	26	8	13	10	34	2.87	13	-	2	26	37	21	3.37
2. Sec Ed	94/96	13	10	20	29	21	7	2.59	13	-	13	46	26	3	2.82
3. Spec Ed	229/242	12	22	8	9	18	30	2.90	11	-	4	19	48	19	3.49
4. Specialize	130/130	42	11	13	18	12	5	1.62	42	3	9	35	9	3	1.76
Teaching Location															
1. Rural	137/242	21	17	8	15	18	20	2.52	20	1	6	27	36	10	2.88
2. Suburban	276/290	17	17	13	17	15	22	2.61	17	0	6	31	31	15	3.04
3. Urban	61/63	16	26	12	10	12	25	2.48	16	2	8	19	38	18	3.14
Yrs. Taught?															
1. 1	116/119	22	13	13	17	16	19	2.47	24	-	6	29	29	13	2.79
2. 2	141/145	23	17	6	13	16	26	2.60	21	1	6	30	28	15	2.90
3. 3	116/119	17	22	9	16	14	22	2.53	13	1	8	28	39	13	3.17
4. 4	96/101	15	18	15	17	16	21	2.64	17	2	8	25	37	12	2.98
5. 5	64/67	9	25	16	17	19	14	2.53	10	-	2	33	40	15	3.37

Teacher's Ability To: Prepare teacher made tests and evaluate/report pupil progress.

Item: 12

Major	N's N/P	Need 0	Need 1	Need 2	Need 3	Need 4	Need 5	Need Mean	Proficiency 0	Proficiency 1	Proficiency 2	Proficiency 3	Proficiency 4	Proficiency 5	Proficiency Mean
1. Art	9/9	11	22	22	33	11	-	2.11	11	-	-	44	22	22	3.33
2. Business	22/24	-	14	23	23	27	14	3.05	-	-	-	38	46	17	3.79
3. Dist Ed	8/8	-	-	13	38	38	13	3.50	-	-	-	50	38	13	3.63
4. Elem	132/137	7	16	14	25	25	13	2.84	7	-	2	34	43	14	3.49
5. English	26/26	4	15	8	39	19	15	3.00	-	-	-	46	46	8	3.62
6. HPE	33/32	24	15	6	30	15	9	2.24	19	-	-	41	25	16	3.00
7. Home Ec	18/19	-	22	17	28	11	22	2.94	-	-	-	42	58	-	3.58
8. Ind Ed	18/18	-	6	6	50	33	6	3.28	-	-	17	56	22	6	3.17
9. Fgn Lang	12/13	-	8	25	25	17	25	3.25	-	-	8	46	46	-	3.38
10. LEM	10/9	50	30	10	10	-	-	.80	56	-	-	33	11	-	1.44
11. Math	20/19	-	20	-	20	30	30	3.50	-	-	5	32	37	26	3.84
12. Sciences	22/22	-	27	9	27	14	23	2.95	-	-	-	41	55	5	3.64
13. Music	13/12	39	39	15	-	-	8	1.08	33	-	-	25	25	17	2.53
14. Soc Sci	15/15	-	7	20	33	13	27	3.33	-	-	-	40	47	13	3.73
15. EMR	63/69	3	22	13	25	22	14	2.84	3	-	3	48	35	12	3.46
16. H.I.	13/16	-	8	15	15	39	23	3.54	-	-	-	19	75	6	3.88
17. LBD/Elem	121/126	3	22	7	20	31	17	3.06	-	-	2	23	60	15	3.89
18. Sph&HrTh	33/35	15	30	12	18	12	12	2.18	14	-	-	37	26	23	3.29
Total	588/609	7	19	12	25	23	15	2.83	5	-	2	36	44	13	3.52
Teaching Field															
1. Elem	135/140	8	16	15	24	24	13	2.98	8	-	2	34	43	14	3.44
2. Sec Ed	95/95	1	17	11	30	20	22	3.17	-	-	2	40	47	11	3.66
3. Spec Ed	231/247	4	23	10	21	26	17	2.91	3	-	2	32	49	15	3.68
4. Specialize	128/128	13	18	13	29	17	10	2.49	11	-	2	43	32	12	3.20
Teaching Location															
1. Rural	235/239	6	18	12	28	22	15	2.87	5	-	2	37	44	13	3.54
2. Suburban	276/290	8	17	10	25	25	15	2.87	6	-	2	36	42	13	3.50
3. Urban	62/66	5	29	13	19	16	18	2.66	6	-	2	33	47	12	3.52
Yrs. Taught?															
1. 1	116/116	10	11	14	33	19	13	2.78	8	-	3	48	34	8	3.23
2. 2	141/149	6	14	11	25	26	18	3.06	4	-	1	40	44	11	3.52
3. 3	115/118	6	26	10	18	24	15	2.73	4	-	2	30	51	14	3.64
4. 4	97/102	4	20	11	29	22	14	2.88	5	-	4	31	47	13	3.54
5. 5	64/67	3	31	13	19	23	11	2.61	3	-	-	28	48	21	3.81

eacher's Ability To: Understand and utilize standardized tests.

tem 13

Major	N's N/P	Responses (In Percents) Need 0	1	2	3	4	5	Mean	Proficiency 0	1	2	3	4	5	Mean
1. Art	9/9	44	11	11	33	-	-	1.33	44	-	11	33	-	11	1.78
2. Business	23/24	9	22	17	39	13	-	2.26	8	-	8	54	25	4	3.00
3. Dist Ed	8/8	-	-	25	38	38	-	3.13	-	-	13	50	38	-	3.25
4. Elem	136/139	7	16	15	27	22	13	2.81	7	-	8	42	35	9	3.22
5. English	26/28	4	15	12	54	12	4	2.65	11	-	4	68	14	4	2.86
6. HPE	32/31	31	16	19	25	6	3	1.69	32	-	7	39	23	-	2.19
7. Home Ec	19/19	11	26	21	32	11	-	2.05	11	5	16	63	5	-	2.47
8. Ind Ed	17/17	12	18	18	47	6	-	2.18	12	6	18	53	12	-	2.47
9. Fgn Lang	11/12	27	-	36	27	9	-	1.91	25	-	8	50	17	-	2.33
10. LEM	9/10	67	-	-	11	11	11	1.33	60	-	-	20	20	-	1.40
11. Math	20/20	5	5	15	30	30	15	3.20	-	-	10	50	30	10	3.40
12. Sciences	22/22	-	14	27	36	14	9	2.77	-	5	5	73	18	-	3.05
13. Music	14/13	64	21	-	7	7	-	.71	77	-	-	8	15	-	.85
14. Soc Sci	15/15	13	-	27	40	7	13	2.67	13	-	20	40	20	7	2.73
15. EMR	64/70	8	20	17	11	23	20	2.83	9	-	7	31	37	16	3.36
16. H.I.	14/17	-	7	14	14	50	14	3.50	-	-	6	35	53	6	3.59
17. LBD/Elem	121/126	4	18	11	16	25	26	3.18	2	-	2	26	45	25	3.90
18. Sph&HrTh	33/35	12	21	12	6	15	33	2.91	9	-	-	26	31	34	3.74
Total	593/615	11	16	15	24	19	15	2.68	11	1	6	39	31	12	3.17
Teaching Field															
1. Elem	140/143	8	16	16	26	21	13	2.75	9	-	8	41	34	8	3.16
2. Sec Ed	93/96	8	9	22	40	15	8	2.68	7	1	8	60	19	4	2.95
3. Spec Ed	233/249	6	19	13	13	25	25	3.07	4	-	3	28	42	23	3.70
4. Specialize	128/128	26	16	15	31	10	2	1.88	27	2	9	43	18	2	2.29
Teaching Location															
1. Rural	239/244	13	15	12	29	15	17	2.66	14	-	8	39	29	11	3.01
2. Suburban	278/292	10	16	16	22	23	14	2.75	9	1	5	41	32	13	3.24
3. Urban	61/65	7	23	23	20	20	8	2.48	5	-	8	37	37	14	3.43
Yrs. Taught?															
1. 1	117/119	17	13	13	29	21	8	2.46	15	-	8	40	29	8	2.90
2. 2	144/150	10	13	13	25	22	17	2.87	9	-	5	42	33	11	3.23
3. 3	115/119	10	17	17	17	24	15	2.70	9	2	8	36	32	13	3.18
4. 4	97/102	8	19	17	26	13	18	2.70	11	-	7	37	29	16	3.22
5. 5	64/67	6	25	17	23	13	16	2.58	6	2	3	37	39	13	3.4[illegible]

Teacher's Ability To: Communicate effectively with parents and students regarding student progress.

Item 14

		Responses (In Percents)													
		Need							Proficiency						
Major	N's N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	11	-	22	33	11	22	3.00	-	-	11	33	22	33	3.78
2. Business	22/24	-	23	18	18	18	23	3.00	-	-	4	29	50	17	3.79
3. Dist Ed	8/8	-	13	-	25	50	13	3.50	-	-	-	50	38	13	3.63
4. Elem	132/139	2	20	10	10	26	33	3.35	1	-	7	26	40	27	3.83
5. English	27/28	-	19	4	22	37	19	3.33	-	4	11	43	32	11	3.36
6. HPE	34/34	3	18	6	35	21	18	3.06	-	-	9	41	32	18	3.59
7. Home Ec	18/19	-	22	11	28	17	22	3.06	-	-	-	47	47	5	3.58
8. Ind Ed	18/18	-	6	6	44	44	-	3.28	-	-	22	56	17	6	3.06
9. Fgn Lang	12/12	-	17	17	25	25	17	3.08	-	17	-	17	67	-	3.33
10. LEM	10/10	30	20	-	30	10	10	2.00	30	-	-	40	30	-	2.40
11. Math	20/20	-	15	5	15	25	40	3.70	-	5	5	35	45	10	3.50
12. Sciences	22/22	5	14	23	18	27	14	2.91	-	-	5	27	46	23	3.86
13. Music	14/14	-	50	14	7	7	21	2.36	-	-	-	21	57	21	4.00
14. Soc Sci	15/15	-	13	20	27	13	27	3.20	-	-	7	33	27	33	3.87
15. EMR	64/67	-	33	6	9	19	33	3.13	-	-	2	22	48	28	4.03
16. H.I.	14/17	-	14	7	7	29	43	3.79	-	-	-	35	29	35	4.00
17. LBD/Elem	122/126	2	19	8	7	25	39	3.52	-	-	3	24	38	35	4.05
18. Sph&HrTh	34/37	3	21	9	3	29	35	3.41	-	-	-	16	46	38	4.22
Total	595/619	2	20	9	15	25	29	3.27	1	1	5	29	40	25	3.82
Teaching Field															
1. Elem	136/143	2	19	10	10	26	33	3.38	1	-	7	26	40	27	3.84
2. Sec Ed	95/96	1	16	13	22	27	21	3.22	-	4	6	34	42	14	3.54
3. Spec Ed	235/248	1	23	8	7	24	37	3.42	-	-	2	23	41	34	4.07
4. Specialize	130/133	4	20	11	28	22	16	2.92	2	-	7	40	37	14	3.52
Teaching Location															
1. Rural	238/244	1	18	10	16	29	27	3.32	2	1	5	33	37	23	3.70
2. Suburban	281/294	3	18	10	15	23	32	3.33	-	1	6	28	42	24	3.83
3. Urban	62/67	3	31	8	13	18	27	2.94	-	-	-	27	43	30	4.03
Yrs. Taught?															
1. 1	118/119	4	15	9	24	29	20	3.16	2	1	9	37	33	19	3.54
2. 2	142/151	-	11	9	16	25	39	3.72	-	1	4	34	36	26	3.82
3. 3	117/121	3	26	12	9	27	24	3.01	-	1	4	25	43	27	3.92
4. 4	98/102	1	22	8	17	21	30	3.24	1	1	3	31	37	27	3.82
5. 5	64/67	3	28	9	11	22	27	3.00	2	-	5	16	55	22	3.91

Teacher's Ability To: Resolve the possible conflicts between his/her philosophical views and the actual day-to-day operations of your school.

Item 15

		Responses (In Percents)													
		Need							Proficiency						
Major	N's N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	11	-	11	44	33	-	2.89	-	11	-	33	11	44	3.78
2. Business	22/24	-	14	23	46	9	9	2.[illegible]	-	-	4	54	33	8	3.46
3. Dist Ed	8/8	-	13	-	63	25	-	3.00	-	-	-	63	38	-	3.38
4. Elem	135/139	4	27	10	24	24	10	2.70	3	1	4	30	45	17	3.64
5. English	27/28	-	15	19	33	26	7	2.93	-	-	14	39	32	14	3.46
6. HPE	34/34	3	29	6	29	15	18	2.76	3	-	15	32	29	21	3.47
7. Home Ec	19/19	-	16	21	26	37	-	2.84	-	-	11	47	26	16	3.47
8. Ind Ed	18/18	6	-	11	44	33	6	3.17	6	6	22	50	17	-	2.67
9. Fgn Lang	12/13	-	25	8	42	17	8	2.75	-	15	8	39	39	-	3.00
10. LEM	10/10	20	10	10	30	20	10	2.50	10	-	-	50	40	-	3.10
11. Math	20/20	5	15	5	40	25	10	2.95	-	5	-	40	45	10	3.55
12. Sciences	22/22	-	32	5	27	32	5	2.72	-	5	5	27	55	9	3.59
13. Music	14/14	7	21	29	14	14	14	2.50	7	7	14	14	43	14	3.21
14. Soc Sci	15/15	-	33	7	20	20	20	2.87	-	-	13	27	40	20	3.67
15. EMR	65/69	5	25	9	37	15	9	2.62	4	3	4	42	33	13	3.36
16. H.I.	14/17	-	21	14	14	29	21	3.14	-	6	6	29	41	18	3.59
17. LBD/Elem	122/127	2	21	11	33	27	7	2.82	-	-	6	39	44	12	3.62
18. Sph&HrTh	34/36	15	27	18	18	24	-	2.09	3	-	3	33	31	31	3.81
Total	600/622	4	22	12	31	24	9	2.74	2	2	6	37	39	15	3.52
Teaching Field															
1. Elem	139/143	4	26	10	25	25	11	2.73	3	1	4	30	44	18	3.64
2. Sec Ed	95/97	1	23	10	33	24	10	2.84	-	4	8	34	42	11	3.48
3. Spec Ed	236/250	4	23	11	31	24	7	2.68	2	1	5	38	39	15	3.57
4. Specialize	131/133	5	16	15	34	21	8	2.77	3	2	10	43	29	13	3.32
Teaching Location															
1. Rural	239/246	3	19	13	30	30	5	2.81	2	2	8	36	40	11	3.43
2. Suburban	283/295	3	23	12	32	21	10	2.75	1	2	4	39	39	15	3.57
3. Urban	64/67	6	27	8	31	13	16	2.64	3	-	8	36	31	22	3.60
Yrs. Taught?															
1. 1	120/121	4	20	13	33	25	5	2.69	3	3	7	42	37	9	3.36
2. 2	144/152	1	17	10	34	27	11	3.02	2	1	10	36	38	14	3.47
3. 3	117/121	5	23	13	33	20	7	2.59	2	3	4	41	39	12	3.46
4. 4	98/102	2	25	15	25	28	6	2.69	-	2	6	31	40	21	3.72
5. 5	64/67	2	30	8	33	19	9	2.66	2	2	5	36	39	18	3.63

Teacher's Ability To: Understand the major principles of school law as they apply to areas such as due process, contracts, liability, corporal punishment, governance, finance, etc.

Item 16

Major	N's N/P	Responses (In Percents) Need 0	1	2	3	4	5	Mean	Proficiency 0	1	2	3	4	5	Mean
1. Art	9/9	-	22	22	33	22	-	2.56	-	-	11	56	22	11	3.33
2. Business	23/24	4	4	17	57	17	-	2.78	8	-	13	58	21	-	2.83
3. Dist Ed	8/8	-	13	13	50	25	-	2.88	-	-	-	88	13	-	3.13
4. Elem	134/140	10	13	16	39	16	6	2.55	8	-	9	56	22	5	2.99
5. English	26/28	-	12	15	62	12	-	2.73	4	-	21	57	14	4	2.89
6. HPE	34/33	9	9	6	47	27	3	2.82	3	-	6	61	27	3	3.18
7. Home Ec	19/19	-	16	16	32	21	16	3.05	-	11	11	47	21	11	3.11
8. Ind Ed	18/18	6	11	11	56	11	6	2.72	6	6	-	78	11	-	2.83
9. Fgn Lang	12/13	8	8	25	50	8	-	2.42	15	-	8	62	8	8	2.69
10. LEM	10/10	20	10	10	40	20	-	2.30	10	-	10	60	20	-	2.80
11. Math	20/20	5	5	25	40	25	-	2.75	-	-	20	60	20	-	3.00
12. Sciences	22/22	5	14	23	41	14	5	2.59	5	-	5	50	27	14	3.36
13. Music	14/14	14	14	21	36	14	-	2.21	-	7	7	57	21	7	3.14
14. Soc Sci	15/15	7	13	20	7	33	20	3.07	7	-	27	20	33	13	3.13
15. EMR	63/69	2	19	25	29	16	10	2.67	3	3	6	54	29	6	3.20
16. H.I.	16/15	-	6	25	38	25	6	3.00	-	-	13	60	27	-	3.13
17. LBD/Elem	122/126	3	12	17	30	24	14	3.02	2	1	9	48	37	3	3.25
18. Sph&HrTh	34/36	6	24	12	24	12	24	2.82	6	-	14	31	28	22	3.42
Total	599/619	6	13	18	37	19	8	2.75	5	1	10	53	26	6	3.11
Teaching Field															
1. Elem	138/144	9	13	16	39	17	6	2.58	8	-	9	56	22	5	3.00
2. Sec Ed	94/97	4	11	21	43	18	3	2.69	5	-	17	52	21	6	3.01
3. Spec Ed	236/247	3	15	19	29	20	14	2.90	3	1	9	48	32	7	3.26
4. Specialize	132/132	7	11	14	46	19	4	2.70	4	3	8	61	21	4	3.03
Teaching Location															
1. Rural	239/244	5	13	16	42	17	8	2.77	3	1	12	59	20	5	3.07
2. Suburban	283/295	6	11	18	35	22	9	2.84	5	2	10	49	28	6	3.11
3. Urban	62/66	8	19	19	34	13	7	2.44	5	-	3	56	30	6	3.26
Yrs. Taught?															
1. 1	118/122	5	11	17	45	18	4	2.72	4	1	12	64	15	4	2.98
2. 2	145/148	7	8	15	38	21	12	2.93	6	1	16	51	22	5	2.97
3. 3	118/121	3	14	20	31	23	9	2.82	3	3	8	50	33	4	3.21
4. 4	97/102	5	22	14	36	19	4	2.54	3	1	6	50	32	8	3.31
5. 5	64/67	5	16	23	36	13	8	3.59	5	2	8	54	25	8	3.16

Teacher's Ability To: Develop instructional objectives and strategies for a multicultural classroom setting, e.g., to accent ethnic awareness, development of positive inter-and intra-group relations, development of teaching strategies based on due regard for bilinguality, etc.

Item 17

		Responses (In Percents)													
		Need							Proficiency						
Major	N's N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	-	11	11	56	22	-	2.89	11	-	-	44	22	22	3.33
2. Business	23/24	30	22	4	35	9	-	1.70	38	-	13	42	4	4	1.88
3. Dist Ed	8/8	25	-	25	38	13	-	2.13	25	-	-	75	-	-	2.25
4. Elem	130/137	25	22	13	23	12	5	1.93	26	2	1	38	24	10	2.61
5. English	27/28	19	22	19	26	11	4	2.00	29	-	4	50	18	-	2.29
6. HPE	33/31	27	18	15	18	12	9	1.97	26	-	-	45	23	7	2.58
7. Home Ec	18/19	22	11	11	28	22	6	2.33	21	5	5	47	16	5	2.47
8. Ind Ed	17/17	29	6	18	35	12	-	1.94	47	6	18	24	6	-	1.35
9. Fgn Lang	12/13	33	8	25	8	17	8	1.92	31	-	-	23	39	8	2.62
10. LEM	10/10	40	10	10	30	10	-	1.60	40	-	-	50	10	-	1.90
11. Math	20/20	20	15	15	30	20	-	2.15	15	10	10	45	15	5	2.50
12. Sciences	22/22	14	36	-	27	23	-	2.09	18	-	5	32	32	14	3.00
13. Music	14/13	57	21	7	7	7	-	.86	62	-	-	23	15	-	1.31
14. Soc Sci	15/15	7	13	13	40	7	20	2.87	7	7	7	40	20	20	3.20
15. EMR	64/70	16	28	9	20	16	11	2.25	23	1	1	33	26	16	2.84
16. H.I.	13/16	15	-	15	15	39	15	3.08	25	-	6	25	44	-	2.63
17. LBD/Elem	121/125	23	18	9	28	15	7	2.13	22	1	5	38	27	7	2.68
18. Sph&HrTh	34/34	41	18	24	9	3	6	1.32	29	-	3	29	27	12	2.59
Total	590/611	24	19	12	25	14	6	2.03	26	2	4	38	23	8	2.56
Teaching Field															
1. Elem	134/141	24	21	13	23	13	5	1.97	26	1	1	38	25	9	2.61
2. Sec Ed	95/97	18	21	13	28	15	5	2.17	20	3	5	41	23	8	2.69
3. Spec Ed	233/246	23	20	12	22	15	8	2.11	24	1	4	34	28	10	2.72
4. Specialize	129/128	30	15	12	28	12	3	1.85	34	2	6	41	13	5	2.10
Teaching Location															
1. Rural	236/240	31	19	11	23	14	3	1.78	34	1	5	35	19	7	2.25
2. Suburban	277/290	20	19	13	28	13	7	2.17	21	2	3	42	24	9	2.71
3. Urban	63/67	14	18	14	22	21	11	2.51	20	-	3	31	33	13	2.99
Yrs. Taught?															
1. 1	115/117	24	18	10	29	14	4	2.03	25	3	4	40	22	6	2.50
2. 2	141/146	28	14	11	25	11	10	2.06	27	2	3	37	24	8	2.52
3. 3	117/121	23	21	12	23	15	5	2.02	23	2	5	38	22	10	2.64
4. 4	98/102	25	18	17	20	15	4	1.96	33	1	2	36	20	8	2.31
5. 5	64/67	14	31	11	23	17	5	2.08	18	-	5	39	25	13	2.94

Teacher's Ability To: Use classroom time effectively.

Item 18

Major	N's N/P	Responses (In Percents) Need 0	1	2	3	4	5	Mean	Proficiency 0	1	2	3	4	5	Mean
1. Art	9/9	11	-	11	33	11	33	3.33	-	-	11	33	11	44	3.89
2. Business	22/24	-	23	9	9	32	27	3.32	-	-	4	21	54	21	3.92
3. Dist Ed	8/8	-	-	-	63	25	13	3.50	-	13	-	63	-	25	3.25
4. Elem	132/137	2	29	4	8	24	35	3.27	-	2	4	29	45	29	3.95
5. English	27/28	-	11	11	33	30	15	3.26	-	7	7	25	32	29	3.68
6. HPE	34/34	6	15	12	18	24	27	3.18	-	-	12	29	32	27	3.74
7. Home Ec	17/18	-	18	24	6	24	29	3.24	-	-	6	22	56	17	3.83
8. Ind Ed	18/18	-	11	-	22	44	22	3.67	-	-	22	33	28	17	3.39
9. Fgn Lang	12/13	-	17	8	17	25	33	3.50	-	-	8	39	46	8	3.54
10. LEM	10/10	30	10	-	20	30	10	2.40	20	-	-	30	40	10	3.00
11. Math	20/20	-	20	-	10	25	45	3.75	-	-	5	25	55	15	3.80
12. Sciences	22/21	5	23	9	18	32	14	2.91	-	-	10	38	33	19	3.62
13. Music	14/14	-	21	36	14	-	29	2.79	-	-	14	21	36	29	3.79
14. Soc Sci	15/15	-	7	20	20	-	53	3.73	-	13	-	33	27	27	3.53
15. EMR	64/69	-	25	5	16	30	25	3.25	1	3	1	25	44	26	3.84
16. H.I.	12/15	-	25	-	-	25	50	3.75	-	-	-	20	67	13	3.93
17. LBD/Elem	122/127	2	21	10	7	21	40	3.46	-	1	3	18	43	35	4.09
18. Sph&HrTh	34/36	3	24	6	9	27	32	3.29	-	-	-	25	33	42	4.17
Total	592/616	2	21	8	13	24	32	3.32	1	2	5	24	41	28	3.87
Teaching Field															
1. Elem	136/141	2	28	4	7	24	35	3.29	-	2	4	18	45	30	3.97
2. Sec Ed	95/96	1	16	10	22	23	28	3.36	-	4	5	32	39	20	3.65
3. Spec Ed	233/248	1	22	7	9	25	35	3.39	0	1	2	21	43	32	4.01
4. Specialize	129/132	5	15	12	19	25	25	3.19	2	1	10	29	36	23	3.66
Teaching Location															
1. Rural	237/245	1	19	9	16	26	29	3.31	1	1	6	27	41	24	3.78
2. Suburban	278/291	3	19	8	10	25	35	3.40	0	2	5	21	41	31	3.92
3. Urban	62/66	2	29	7	15	15	34	3.13	-	2	3	24	46	26	3.91
Yrs. Taught?															
1. 1	117/121	3	21	6	15	27	29	3.31	-	3	7	26	43	21	3.71
2. 2	141/150	-	16	7	16	26	35	3.57	-	2	5	27	41	25	3.82
3. 3	117/120	3	27	10	12	19	29	3.02	1	2	6	22	45	25	3.83
4. 4	97/101	2	18	10	12	27	31	3.37	1	1	3	22	38	36	4.01
5. 5	64/66	2	28	8	9	19	34	3.19	-	-	5	17	42	36	4.11

Teacher's Ability To: Apply effective questioning/thinking skills.

Item 19

Major	N's	Responses (In Percents)													
		Need							Proficiency						
	N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	11	11	22	22	22	11	2.67	11	-	-	44	33	11	3.22
2. Business	22/24	5	14	5	41	23	14	3.05	-	-	-	50	33	17	3.67
3. Dist Ed	8/8	-	-	13	13	63	13	3.75	-	-	13	50	25	13	3.38
4. Elem	131/137	2	20	13	15	27	24	3.18	-	1	2	33	45	20	3.80
5. English	27/28	4	7	11	19	41	19	3.41	-	7	4	29	43	18	3.61
6. HPE	33/33	9	12	12	30	24	12	2.85	6	-	3	55	30	6	3.21
7. Home Ec	18/19	-	11	17	28	39	6	3.11	-	-	5	42	47	5	3.53
8. Ind Ed	17/17	-	6	-	41	53	-	3.41	-	-	6	65	24	6	3.29
9. Fgn Lang	12/13	-	17	8	33	-	42	3.42	-	-	8	31	54	8	3.62
10. LEM	10/10	20	10	10	20	30	10	2.60	10	-	-	40	50	-	3.20
11. Math	20/20	-	10	10	10	25	45	3.85	-	-	5	30	50	15	3.75
12. Sciences	21/22	-	19	19	29	29	5	2.81	-	5	9	23	55	9	3.55
13. Music	14/14	7	50	29	7	-	7	1.64	7	-	7	36	36	14	3.36
14. Soc Sci	15/15	-	13	20	20	20	27	3.27	-	-	13	40	27	20	3.53
15. EMR	63/68	3	22	11	22	22	19	2.95	6	2	6	19	53	15	3.56
16. H.I.	13/16	-	8	23	-	39	31	3.62	-	-	6	25	50	19	3.81
17. LBD/Elem	122/126	2	21	9	11	34	24	3.27	-	-	5	31	41	24	3.83
18. Sph&HrTh	34/36	15	18	12	24	18	15	2.56	11	3	3	28	28	28	3.42
Total	589/615	3	18	12	19	28	20	3.11	2	1	4	34	42	17	3.64
Teaching Field															
1. Elem	135/141	2	19	13	15	27	24	3.21	-	1	2	33	44	20	3.80
2. Sec Ed	94/97	1	13	14	22	26	25	3.32	-	3	7	31	45	13	3.59
3. Spec Ed	233/247	4	20	11	15	29	22	3.10	3	1	5	27	43	22	3.70
4. Specialize	128/131	6	15	13	32	29	9	2.86	4	-	4	49	34	9	3.77
Teaching Location															
1. Rural	235/242	3	14	15	18	32	18	3.15	2	1	3	39	40	15	3.57
2. Suburban	277/293	3	18	10	20	29	22	3.18	1	1	5	32	42	19	3.71
3. Urban	62/66	8	21	10	21	16	24	2.89	8	-	5	26	46	17	3.52
Yrs. Taught?															
1. 1	115/120	3	15	14	25	30	14	3.06	-	2	7	39	38	14	3.57
2. 2	141/150	3	14	8	21	30	24	3.33	3	1	6	32	42	17	3.60
3. 3	115/119	4	23	17	11	29	17	2.89	2	1	3	33	45	16	3.67
4. 4	98/102	5	14	10	17	30	24	3.22	5	2	2	28	45	18	3.60
5. 5	64/66	2	23	11	20	27	17	2.98	-	-	5	35	41	20	3.76

Teacher's Ability To: Establish teachable moments, i.e., establish situations where everything "jells."

Item 20

Major	N's N/P	Need 0	Need 1	Need 2	Need 3	Need 4	Need 5	Need Mean	Proficiency 0	Proficiency 1	Proficiency 2	Proficiency 3	Proficiency 4	Proficiency 5	Proficiency Mean
1. Art	9/9	11	-	11	33	22	22	3.22	-	-	-	33	33	33	4.00
2. Business	22/24	5	14	9	32	27	14	3.05	4	-	8	33	46	8	3.42
3. Dist Ed	8/8	-	13	13	25	50	-	3.13	-	-	25	50	25	-	3.00
4. Elem	132/139	4	18	14	19	26	20	3.04	1	2	2	35	43	17	3.65
5. English	27/28	4	11	7	37	22	19	3.19	-	4	11	32	39	14	3.50
6. HPE	34/34	-	21	6	24	35	15	3.18	-	-	6	47	35	12	3.53
7. Home Ec	18/19	-	11	28	22	22	17	3.06	-	-	5	42	53	-	3.47
8. Ind Ed	18/18	6	6	-	50	39	-	3.11	-	-	6	67	28	-	3.22
9. Fgn Lang	12/13	-	17	17	8	33	25	3.33	-	8	15	15	54	8	3.38
10. LEM	9/10	22	11	11	44	11	-	2.11	10	-	10	30	50	-	3.10
11. Math	20/20	-	15	-	25	40	20	3.50	-	-	5	45	45	5	3.50
12. Sciences	22/22	5	23	14	23	27	9	2.73	5	-	9	27	46	14	3.50
13. Music	14/14	-	29	29	-	14	29	2.86	-	-	14	7	64	14	3.79
14. Soc Sci	15/15	-	27	20	13	13	27	2.93	-	-	7	47	33	13	3.53
15. EMR	64/68	2	22	11	23	28	14	2.97	2	2	7	27	46	18	3.66
16. H.I.	13/16	-	15	8	-	69	8	3.46	-	-	-	31	38	31	4.00
17. LBD/Elem	121/126	2	21	7	14	27	20	3.24	11	1	6	25	50	18	3.75
18. Sph&HrTh	33/35	18	15	15	12	21	18	2.58	14	-	9	29	34	14	3.11
Total	591/618	4	18	11	21	30	17	3.06	2	1	6	33	44	14	3.58
Teaching Field															
1. Elem	136/143	4	18	13	19	27	20	3.07	1	2	2	34	43	18	3.67
2. Sec Ed	95/97	2	18	11	24	27	18	3.11	1	2	9	33	44	10	3.48
3. Spec Ed	232/246	4	20	9	16	35	17	3.09	3	1	6	27	46	18	3.65
4. Specialize	129/133	4	15	13	28	27	13	2.99	2	-	8	41	41	8	3.44
Teaching Location															
1. Rural	235/243	2	17	13	25	27	17	3.10	1	2	5	38	44	12	3.56
2. Suburban	279/294	4	16	11	18	34	17	3.16	1	1	8	31	45	14	3.60
3. Urban	63/67	8	25	8	16	24	19	2.79	6	2	5	27	39	22	3.58
Yrs. Taught?															
1. 1	118/121	4	13	11	27	26	19	3.14	1	3	10	39	34	13	3.41
2. 2	141/150	4	14	10	18	36	19	3.26	3	1	7	33	45	12	3.53
3. 3	117/121	6	21	14	15	32	12	2.81	3	1	5	31	46	14	3.60
4. 4	97/101	1	21	8	29	24	18	3.06	1	1	5	33	45	16	3.66
5. 5	64/67	-	23	14	19	28	16	2.98	-	-	5	25	52	18	3.84

Teacher's Ability To: Encourage and facilitate the development of children's social skills and enhanced self-concepts.

Item 21

Major	N's N/P	Need 0	Need 1	Need 2	Need 3	Need 4	Need 5	Need Mean	Proficiency 0	Proficiency 1	Proficiency 2	Proficiency 3	Proficiency 4	Proficiency 5	Proficiency Mean
1. Art	9/9	11	-	11	33	11	33	3.33	-	-	-	11	44	44	4.33
2. Business	22/24	-	23	9	27	36	5	2.91	-	-	4	42	46	8	3.58
3. Dist Ed	8/8	-	-	13	25	63	-	3.50	-	-	-	38	50	13	3.75
4. Elem	132/139	2	19	11	17	29	22	3.19	-	-	3	35	42	21	3.81
5. English	26/28	4	4	8	35	39	12	3.35	-	7	-	46	39	7	3.39
6. HPE	34/34	3	15	4	27	27	21	3.21	-	-	3	32	47	18	3.79
7. Home Ec	18/19	-	33	6	17	22	22	2.94	-	-	-	21	74	5	3.84
8. Ind Ed	18/18	-	11	11	39	33	6	3.11	-	6	22	44	28	-	2.94
9. Fgn Lang	12/13	-	25	8	33	17	17	2.92	-	-	23	46	23	8	3.15
10. LEM	10/10	20	10	10	10	50	-	2.60	10	-	-	20	70	-	3.40
11. Math	20/20	-	15	5	35	30	15	3.25	-	-	10	50	30	10	3.40
12. Sciences	22/22	-	23	9	27	27	14	3.00	-	-	9	41	41	9	3.50
13. Music	14/14	7	50	14	14	7	7	1.86	7	-	-	21	50	21	3.71
14. Soc Sci	15/15	-	7	27	33	13	20	3.13	-	-	-	47	27	27	3.80
15. EMR	65/69	2	28	6	11	22	32	3.20	1	1	-	20	45	32	4.01
16. H.I.	14/17	-	14	-	21	29	36	3.71	-	-	6	12	59	24	4.00
17. LBD/Elem	121/126	1	22	7	12	20	38	3.41	-	1	1	26	43	29	3.99
18. Sph&HrTh	34/36	9	15	12	18	15	32	3.12	6	-	3	25	33	33	3.81
Total	594/621	2	20	9	20	25	24	3.19	1	1	3	31	43	21	3.78
Teaching Field															
1. Elem	136/143	2	18	11	18	29	22	3.21	-	-	3	34	42	21	3.81
2. Sec Ed	94/97	1	14	11	33	29	13	3.13	-	2	7	47	34	9	3.41
3. Spec Ed	235/249	2	22	7	13	20	36	3.34	1	1	1	23	43	31	3.98
4. Specialize	130/133	4	20	10	25	28	13	2.92	2	1	5	30	50	13	3.65
Teaching Location															
1. Rural	236/245	1	19	10	23	24	23	3.21	0	1	3	35	41	20	3.74
2. Suburban	280/295	3	18	8	19	28	24	3.25	0	1	4	30	44	21	3.80
3. Urban	63/67	3	27	8	14	21	27	3.03	3	-	2	27	43	25	3.84
Yrs. Taught?															
1. 1	118/121	3	13	12	25	28	20	3.19	-	1	6	42	37	14	3.58
2. 2	141/151	-	15	6	22	29	28	3.50	-	1	3	34	43	20	3.79
3. 3	117/121	3	25	9	15	24	24	3.03	1	1	4	22	48	24	3.88
4. 4	97/102	1	23	9	21	23	24	3.12	1	1	3	28	43	24	3.82
5. 5	64/67	3	27	8	17	22	23	2.98	2	-	2	25	45	27	3.93

acher's Ability To: Adequately challenge his/her gifted/talented students.

em 22

		Responses (In Percents)													
	N's	Need							Proficiency						
Major	N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	11	-	11	11	33	33	3.56	-	-	-	33	22	44	4.11
2. Business	23/24	4	13	13	30	30	9	2.96	4	-	-	58	29	8	3.33
3. Dist Ed	8/8	13	13	-	50	25	-	2.63	13	-	-	63	13	13	3.00
4. Elem	133/139	14	11	17	20	28	12	2.74	12	1	3	44	30	10	3.06
5. English	27/28	4	7	11	37	26	15	3.19	4	-	11	29	50	7	3.43
6. HPE	34/33	24	12	9	35	12	9	2.26	15	-	3	55	15	12	2.91
7. Home Ec	18/19	11	22	17	33	6	11	2.33	11	5	-	47	37	-	2.95
8. Ind Ed	17/17	18	6	6	23	41	6	2.82	18	-	6	53	18	6	2.71
9. Fgn Lang	12/13	-	17	17	8	33	25	3.33	-	8	15	15	54	8	3.38
10. LEM	10/10	20	10	-	40	30	-	2.50	20	-	10	30	40	-	2.70
11. Math	20/20	10	-	-	35	35	20	3.45	20	-	10	35	30	5	2.70
12. Sciences	22/22	5	18	18	14	41	5	2.82	5	-	9	36	41	9	3.36
13. Music	14/14	-	50	7	14	-	29	2.50	-	-	-	21	43	[illegible]	4.14
14. Soc Sci	15/15	-	13	20	40	20	7	2.87	-	-	13	40	40	7	3.40
15. EMR	64/66	58	19	9	6	5	3	.91	62	-	6	17	11	5	1.27
16. H.I.	13/16	15	8	-	31	31	15	3.00	19	-	-	50	13	19	2.94
17. LBD/Elem	120/124	50	10	13	13	8	8	1.40	48	-	5	21	21	6	1.85
18. Sph&HrTh	35/35	51	17	9	17	-	6	1.42	49	6	-	20	17	9	1.77
Total	594/612	26	13	12	21	19	10	2.22	26	1	5	34	26	9	2.60
Teaching Field															
1. Elem	137/143	13	10	16	20	29	12	2.77	12	1	3	43	32	9	3.08
2. Sec Ed	95/97	4	11	13	29	32	13	3.11	6	1	11	33	41	7	3.24
3. Spec Ed	233/242	50	13	10	12	7	6	1.33	50	1	4	22	17	7	1.76
4. Specialize	130/131	14	17	9	31	19	12	2.58	11	1	2	47	26	13	3.16
Teaching Location															
1. Rural	237/242	23	14	13	22	19	9	2.29	22	1	6	39	26	6	2.64
2. Suburban	280/291	30	9	11	21	18	11	2.21	28	1	4	30	28	9	2.56
3. Urban	62/65	24	19	13	18	18	8	2.10	29	2	2	34	23	11	2.52
Yrs. Taught?															
1. 1	118/120	22	8	12	24	24	11	2.53	19	2	8	45	19	8	2.66
2. 2	142/146	30	9	11	25	16	9	2.15	28	1	6	34	26	6	2.46
3. 3	115/120	25	14	15	19	18	9	2.17	25	1	3	33	33	7	2.67
4. 4	98/101	28	17	8	20	17	9	2.10	30	2	4	28	24	13	2.52
5. 5	64/67	34	13	16	16	9	13	1.91	33	-	5	28	22	12	2.43

Teacher's Ability To: Adequately teach handicapped pupils who have been or may be "mainstreamed" into his/her classroom.

Item 23

		Responses (In Percents)													
	N's	Need							Proficiency						
Major	N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	22	-	11	33	11	22	2.78	11	-	-	33	33	22	3.44
2. Business	23/24	17	9	22	22	22	9	2.48	21	-	13	50	13	4	2.46
3. Dist Ed	8/8	25	-	-	25	50	-	2.75	25	-	13	38	-	25	2.63
4. Elem	134/139	22	12	13	28	16	9	2.32	24	-	4	35	25	12	2.73
5. English	27/28	22	7	19	22	26	4	2.33	21	4	4	39	32	-	2.57
6. HPE	34/33	9	18	15	21	18	21	2.82	6	-	6	42	24	21	3.42
7. Home Ec	18/19	6	28	-	17	33	17	2.94	5	5	5	32	37	16	3.37
8. Ind Ed	18/18	6	6	-	61	22	6	3.06	6	-	-	67	22	6	3.17
9. Fgn Lang	12/13	50	-	17	8	17	8	1.67	54	-	-	15	31	-	1.69
10. LEM	9/10	33	11	11	22	22	-	1.89	30	-	-	20	50	-	2.60
11. Math	20/20	20	-	5	45	15	15	2.80	20	5	5	45	15	10	2.60
12. Sciences	21/20	29	19	14	29	5	5	1.76	30	-	-	45	15	10	2.45
13. Music	14/14	57	14	14	14	-	-	.86	57	-	-	29	14	-	1.43
14. Soc Sci	15/15	7	7	33	20	13	20	2.87	7	-	7	33	47	7	3.33
15. EMR	64/68	52	11	2	6	11	19	1.70	50	-	-	13	19	18	2.04
16. H.I.	13/16	31	8	15	-	23	23	2.46	56	-	6	6	13	19	1.75
17. LBD/Elem	120/124	40	17	8	3	13	20	1.91	40	-	1	13	29	18	2.45
18. Sph&HrTh	35/35	43	17	6	-	11	23	1.89	40	-	-	11	17	31	2.60
Total	594/613	30	13	11	18	16	14	2.20	30	1	3	28	24	14	2.58
Teaching Field															
1. Elem	138/143	21	12	13	28	17	10	2.38	23	-	4	35	25	13	2.78
2. Sec Ed	95/96	24	8	17	26	15	10	2.27	25	2	3	39	26	5	2.54
3. Spec Ed	232/243	43	15	7	3	13	20	1.88	44	-	1	12	24	20	2.31
4. Specialize	130/132	19	12	11	27	22	10	2.51	17	1	5	41	25	11	2.87
Teaching Location															
1. Rural	237/241	26	12	13	23	14	12	2.25	25	0	4	34	22	14	2.70
2. Suburban	280/292	33	11	9	15	17	15	2.19	33	1	2	25	26	12	2.47
3. Urban	62/66	29	19	7	15	18	13	2.11	33	-	2	23	23	20	2.61
Yrs. Taught?															
1. 1	118/121	31	6	14	24	14	12	2.21	31	-	2	37	21	9	2.44
2. 2	143/147	30	9	9	16	18	18	2.36	29	1	5	29	24	14	2.59
3. 3	115/119	35	17	7	15	17	10	1.92	35	-	4	23	25	13	2.40
4. 4	97/100	34	16	10	21	12	18	2.35	25	1	3	25	25	21	2.87
5. 5	64/67	28	17	13	16	11	16	2.11	30	2	-	25	28	15	2.66

Teacher's Ability To: Show fairness, tact, compassion and good judgment in dealing with pupils, parents, teachers, etc.

Item 24

	N's	Responses (In Percents)													
		Need							Proficiency						
Major	N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	11	-	22	11	22	33	3.33	-	-	11	22	22	44	4.00
2. Business	22/24	-	14	18	18	23	27	3.32	-	-	-	29	63	8	3.79
3. Dist Ed	8/8	-	-	-	25	50	25	4.00	-	-	13	13	38	38	4.00
4. Elem	133/138	2	22	7	17	18	35	3.34	-	2	7	20	37	35	3.96
5. English	26/28	4	8	8	23	27	31	3.54	-	4	21	18	39	18	3.46
6. HPE	34/34	-	18	15	15	21	32	3.35	-	-	12	27	41	21	3.71
7. Home Ec	18/19	-	28	6	17	11	39	3.28	-	-	-	21	58	21	4.00
8. Ind Ed	18/18	-	11	-	33	33	22	3.56	-	-	22	44	22	11	3.22
9. Fgn Lang	12/13	-	17	8	18	17	42	3.58	-	8	8	23	62	-	3.38
10. LEM	10/10	-	20	10	10	50	10	3.20	-	-	-	30	60	10	3.80
11. Math	20/20	-	10	10	15	20	45	3.80	-	-	10	30	40	20	3.70
12. Sciences	22/22	-	23	14	23	27	14	2.95	-	-	14	22	32	32	3.82
13. Music	14/14	-	50	7	7	7	29	2.57	-	-	14	14	43	29	3.86
14. Soc Sci	15/15	-	20	-	27	13	40	3.53	-	-	7	27	33	33	3.93
15. EMR	64/70	-	27	8	11	30	25	3.19	-	3	6	20	46	26	3.86
16. H.I.	14/17	-	14	-	7	36	43	3.93	-	-	12	12	41	35	4.00
17. LBD/Elem	119/126	1	20	8	7	19	45	3.60	-	1	4	18	36	42	4.14
18. Sph&HrTh	34/37	3	27	6	6	41	18	3.09	-	-	-	13	57	30	4.16
Total	592/622	1	20	8	14	23	33	3.38	-	1	7	21	41	30	3.90
Teaching Field															
1. Elem	137/142	2	21	7	17	18	37	3.37	-	2	6	20	36	35	3.96
2. Sec Ed	94/97	1	15	9	21	23	31	3.44	-	2	13	24	41	20	3.63
3. Spec Ed	232/251	1	22	7	8	26	36	3.44	-	1	4	17	42	36	4.06
4. Specialize	130/133	1	19	12	17	24	28	3.27	-	-	9	26	45	20	3.75
Teaching Location															
1. Rural	237/246	-	18	10	15	26	31	3.42	-	2	9	22	40	26	3.80
2. Suburban	279/296	2	19	7	14	21	37	3.46	-	1	7	21	40	31	3.94
3. Urban	62/66	2	31	7	8	26	27	3.08	-	-	3	17	50	30	4.08
Yrs. Taught?															
1. 1	118/122	3	19	9	18	23	29	3.26	-	3	8	25	44	21	3.72
2. 2	142/152	-	13	8	13	28	37	3.68	-	1	11	20	38	30	3.87
3. 3	116/120	3	26	4	17	19	31	3.17	-	3	5	22	42	29	3.90
4. 4	96/101	-	20	6	10	26	38	3.55	-	-	8	14	40	39	4.09
5. 5	64/67	-	23	14	13	25	25	3.14	-	2	3	24	37	34	4.00

Teacher's Ability To: Demonstrate enthusiasm for teaching.

Item 25

		Responses (In Percents)													
		Need							Proficiency						
Major	N's N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	11	-	-	22	44	22	3.56	-	-	-	44	11	44	4.00
2. Business	22/24	5	18	5	23	23	27	3.23	-	-	4	29	38	29	3.92
3. Dist Ed	8/8	-	13	13	-	38	38	3.75	-	-	-	25	38	38	4.13
4. Elem	133/138	3	23	8	8	23	35	3.30	-	-	2	20	36	41	4.17
5. English	26/28	4	19	-	15	35	27	3.38	-	4	7	7	57	25	3.93
6. HPE	34/34	3	24	12	12	27	24	3.06	-	-	-	24	56	21	3.97
7. Home Ec	18/19	-	39	-	11	28	22	2.94	-	-	-	21	53	26	4.05
8. Ind Ed	18/18	-	11	6	17	39	28	3.67	-	-	11	44	33	11	3.44
9. Fgn Lang	12/13	-	33	-	8	17	42	3.33	-	8	-	8	54	31	4.00
10. LEM	10/10	-	30	-	-	40	30	3.40	-	-	-	30	50	20	3.90
11. Math	20/20	-	10	10	10	35	35	3.75	-	-	-	35	50	15	3.80
12. Sciences	22/21	9	14	18	5	32	23	3.05	-	-	-	24	48	29	4.05
13. Music	14/14	-	43	21	7	-	29	2.50	-	-	7	7	21	64	4.43
14. Soc Sci	15/15	-	27	7	20	-	47	3.33	-	-	-	20	20	60	4.40
15. EMR	63/69	-	32	3	11	24	30	3.17	-	1	4	16	35	44	4.14
16. H.I.	13/16	-	15	8	8	31	39	3.69	-	-	-	6	56	38	4.31
17. LBD/Elem	122/127	2	21	8	4	23	41	3.48	-	1	3	19	37	40	4.13
18. Sph&HrTh	34/36	3	21	3	9	29	29	3.18	-	-	-	14	42	44	4.31
Total	593/619	3	23	7	9	25	33	3.31	-	1	3	20	40	37	4.10
Teaching Field															
1. Elem	137/142	3	23	7	8	23	36	3.31	-	-	2	20	37	42	4.18
2. Sec Ed	94/96	3	19	7	12	27	32	3.35	-	2	2	18	49	29	4.01
3. Spec Ed	233/249	2	24	6	7	25	36	3.36	-	1	3	17	38	41	4.16
4. Specialize	130/133	2	23	8	14	27	26	3.18	-	-	3	29	40	29	3.94
Teaching Location															
1. Rural	238/246	-	22	8	11	28	31	3.37	-	0	2	26	39	33	4.03
2. Suburban	277/292	4	20	7	9	24	37	3.39	-	1	3	18	39	39	4.11
3. Urban	63/67	6	33	3	8	19	30	2.90	-	-	-	13	48	39	4.25
Yrs. Taught?															
1. 1	118/122	4	20	11	10	25	30	3.22	-	2	3	25	40	30	3.94
2. 2	142/151	-	19	5	11	26	39	3.61	-	1	3	17	37	42	4.16
3. 3	117/121	4	28	3	14	23	28	3.08	-	1	1	24	37	37	4.09
4. 4	97/102	2	20	8	7	29	34	3.43	-	-	2	18	43	37	4.16
5. 5	64/66	3	28	9	5	23	31	3.11	-	-	3	15	41	41	4.20

Teacher's Ability To: Use effectively of verbal and non-verbal classroom communication techniques.

Item 26

		Responses (In Percents)													
	N's	Need							Proficiency						
Major	N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	8/9	13	-	13	38	25	13	3.00	-	-	-	44	22	33	3.89
2. Business	22/24	-	18	9	27	27	18	3.18	-	-	-	38	46	17	3.79
3. Dist Ed	8/8	-	13	-	13	63	13	3.63	-	-	-	63	25	13	3.50
4. Elem	132/138	2	21	8	14	33	22	3.21	-	1	1	28	49	22	3.89
5. English	26/28	4	8	12	19	39	19	3.38	-	3	-	32	54	11	3.68
6. HPE	34/34	3	9	18	24	29	18	3.21	3	-	3	44	38	12	3.50
7. Home Ec	18/19	-	22	11	17	39	11	3.06	-	-	16	21	58	5	3.53
8. Ind Ed	18/18	-	6	6	33	56	-	3.39	-	-	-	78	22	-	3.22
9. Fgn Lang	11/12	-	18	9	18	36	18	3.27	-	8	-	33	58	-	3.42
10. LEM	10/10	-	30	-	20	50	-	2.90	-	-	-	50	50	-	3.50
11. Math	20/20	-	10	5	20	45	20	3.60	-	-	-	40	60	-	3.60
12. Sciences	22/20	-	18	18	27	27	9	2.91	-	-	5	25	65	5	3.70
13. Music	14/14	-	29	21	21	7	21	2.71	-	-	-	29	43	29	4.00
14. Soc Sci	15/15	-	7	27	20	20	27	3.33	-	-	-	27	47	27	4.00
15. EMR	65/69	-	29	9	8	26	28	3.14	-	3	-	25	58	15	3.81
16. H.I.	13/16	-	15	8	-	46	31	3.69	-	-	-	19	50	31	4.13
17. LBD/Elem	120/125	1	23	7	11	37	23	3.28	-	-	3	28	46	23	3.89
18. Sph&HrTh	34/36	6	24	-	9	27	35	3.32	-	-	-	22	36	42	4.19
Total	590/615	1	20	9	16	33	21	3.23	0	1	2	31	48	19	3.81
Teaching Field															
1. Elem	136/142	2	21	8	15	32	23	3.24	-	1	1	28	48	23	3.90
2. Sec Ed	93/94	1	12	14	22	34	17	3.28	-	2	1	33	56	7	3.66
3. Spec Ed	233/247	1	24	6	9	33	26	3.27	-	1	2	26	48	24	3.93
4. Specialize	129/133	2	16	12	24	34	12	3.11	1	-	3	44	40	12	3.59
Teaching Location															
1. Rural	236/245	-	17	11	19	34	20	3.27	-	1	0	39	42	17	3.75
2. Suburban	277/289	3	18	7	14	37	22	3.30	0	1	3	27	50	19	3.83
3. Urban	63/67	2	30	8	14	22	24	2.97	-	2	2	24	53	21	3.90
Yrs. Taught?															
1. 1	119/121	3	16	12	19	31	20	3.20	-	3	5	35	45	16	3.61
2. 2	142/151	-	14	6	19	36	25	3.51	-	-	3	32	44	21	3.84
3. 3	117/121	3	26	8	14	35	15	2.99	-	2	-	32	44	22	3.85
4. 4	95/101	1	18	11	16	37	18	3.23	1	-	-	32	50	18	3.82
5. 5	63/65	-	22	11	14	22	30	3.27	-	-	2	26	54	19	3.89

Teacher's Ability To: Use acceptable written and oral expression.

Item 27

Major	N's N/P	Need 0	Need 1	Need 2	Need 3	Need 4	Need 5	Need Mean	Proficiency 0	Proficiency 1	Proficiency 2	Proficiency 3	Proficiency 4	Proficiency 5	Proficiency Mean
1. Art	9/9	11	-	11	44	33	-	2.89	-	-	-	44	33	22	3.78
2. Business	22/24	-	18	14	23	23	23	3.18	-	-	-	29	54	17	3.88
3. Dist Ed	8/8	-	-	-	25	50	25	4.00	-	-	-	50	25	25	3.75
4. Elem	131/138	2	24	9	13	27	25	3.15	-	-	2	20	48	30	4.07
5. English	27/28	4	19	7	15	22	33	3.33	-	-	4	25	43	29	3.96
6. HPE	34/34	3	12	15	35	21	15	3.03	-	-	3	38	50	9	3.65
7. Home Ec	18/19	-	22	17	11	22	28	3.17	-	-	-	32	58	11	3.79
8. Ind Ed	17/18	-	6	6	47	41	-	3.24	-	-	6	67	28	-	3.22
9. Fgn Lang	12/13	-	25	17	17	25	17	2.92	-	-	-	15	69	15	4.00
10. LEM	10/10	10	10	10	-	60	10	3.20	-	-	-	30	70	-	3.70
11. Math	20/20	-	5	10	25	35	25	3.65	-	-	-	45	35	20	3.75
12. Sciences	22/21	5	23	14	18	36	5	2.73	-	-	-	19	57	24	4.05
13. Music	14/14	7	43	14	14	7	14	2.14	-	-	-	21	36	43	4.21
14. Soc Sci	15/15	-	20	13	27	7	33	3.20	-	-	7	40	20	33	3.80
15. EMR	64/70	-	27	9	19	25	20	3.03	1	3	-	21	63	11	3.76
16. H.I.	14/17	-	7	14	14	29	36	3.71	-	-	-	35	53	12	3.76
17. LBD/Elem	121/126	2	22	7	13	35	22	3.21	-	-	2	23	48	26	3.98
18. Sph&HrTh	34/36	3	29	-	3	32	32	3.29	-	-	-	17	42	42	4.25
Total	592/620	2	21	9	17	29	22	3.16	0	0	2	26	49	23	3.92
Teaching Field															
1. Elem	135/142	2	24	9	13	27	26	3.18	-	-	2	20	47	31	4.07
2. Sec Ed	95/96	2	18	12	20	26	22	3.17	-	-	2	30	45	23	3.89
3. Spec Ed	234/250	1	24	7	13	32	34	3.21	0	1	1	22	52	24	3.95
4. Specialize	129/133	3	16	12	27	27	15	3.04	-	-	2	38	47	14	3.72
Teaching Location															
1. Rural	236/245	0	17	13	19	28	23	3.25	-	-	1	31	46	22	3.89
2. Suburban	280/294	3	20	7	18	31	21	3.16	-	0	3	26	46	25	3.93
3. Urban	62/67	2	32	8	11	19	27	2.97	2	2	-	13	64	19	3.96
Yrs. Taught?															
1. 1	118/122	4	16	14	22	25	20	3.05	-	-	2	34	44	21	3.84
2. 2	141/151	-	16	8	19	32	26	3.44	1	-	2	27	50	21	3.88
3. 3	117/121	2	26	9	16	27	21	3.02	-	2	2	26	50	21	3.86
4. 4	97/102	2	18	9	19	32	21	3.23	-	-	2	27	42	29	3.99
5. 5	64/66	2	30	9	11	27	22	2.97	-	-	2	17	58	24	4.05

Teacher's Ability To: Use positive reinforcement patterns with students.

Item 28

Major	N's N/P	Need 0	Need 1	Need 2	Need 3	Need 4	Need 5	Need Mean	Proficiency 0	Proficiency 1	Proficiency 2	Proficiency 3	Proficiency 4	Proficiency 5	Proficiency Mean
1. Art	9/9	11	-	11	22	33	22	3.33	-	-	-	33	11	56	4.22
2. Business	22/24	-	14	9	32	18	27	3.36	-	-	-	46	46	8	3.63
3. Dist Ed	8/8	-	13	-	13	50	25	3.75	-	-	-	38	38	25	3.88
4. Elem	135/139	2	24	7	13	26	29	3.24	-	-	2	21	48	29	4.04
5. English	26/28	4	8	12	19	31	27	3.46	-	4	4	32	43	18	3.68
6. HPE	34/34	-	18	12	27	21	24	3.21	-	-	3	41	47	9	3.62
7. Home Ec	18/19	-	28	11	6	22	33	3.22	-	5	5	26	58	5	3.53
8. Ind Ed	18/18	-	6	-	56	28	11	3.39	-	-	17	56	22	6	3.17
9. Fgn Lang	12/13	-	25	8	8	25	33	3.33	-	-	8	-	92	-	3.85
10. LEM	10/10	10	10	10	40	30	-	2.70	-	-	-	50	50	-	3.50
11. Math	20/20	-	10	10	20	25	35	3.65	-	-	10	25	60	5	3.60
12. Sciences	22/21	-	23	14	9	41	14	3.09	-	5	-	19	62	14	3.81
13. Music	14/14	-	50	7	14	-	29	2.50	-	-	-	21	36	43	4.21
14. Soc Sci	15/15	-	20	13	20	13	33	3.27	-	-	-	47	27	27	3.80
15. EMR	63/69	-	29	3	11	25	32	3.29	-	-	1	22	48	29	4.04
16. H.I.	13/16	-	8	15	15	39	23	3.54	-	-	6	13	69	13	3.88
17. LBD/Elem	121/125	2	22	7	11	21	39	3.44	-	1	2	21	35	42	4.15
18. Sph&HrTh	34/36	9	21	3	3	15	50	3.44	-	-	-	14	31	56	4.42
Total	594/618	2	21	8	15	24	31	3.31	-	1	3	25	45	27	3.95
Teaching Field															
1. Elem	139/142	1	23	7	13	25	30	3.28	-	-	2	21	48	29	4.03
2. Sec Ed	94/96	1	16	12	16	30	26	3.34	-	2	4	27	54	13	3.71
3. Spec Ed	232/247	2	22	6	10	22	38	3.41	-	0	2	20	41	38	4.14
4. Specialize	130/133	2	19	9	27	22	22	3.14	-	1	4	39	41	15	3.66
Teaching Location															
1. Rural	237/244	0	19	9	19	24	29	3.32	-	-	4	33	40	23	3.82
2. Suburban	280/294	3	19	6	13	26	33	3.40	-	1	2	21	46	29	4.00
3. Urban	63/67	3	27	8	16	18	29	3.03	-	-	-	18	51	31	4.13
Yrs. Taught?															
1. 1	118/122	3	16	9	20	29	23	3.24	-	2	5	30	47	16	3.71
2. 2	143/150	-	15	6	16	28	35	3.62	-	1	3	29	41	27	3.91
3. 3	117/121	3	27	6	12	23	29	3.13	-	1	1	26	41	31	4.02
4. 4	97/102	2	18	10	18	25	28	3.29	-	-	2	18	54	27	4.05
5. 5	64/66	-	30	9	11	13	38	3.19	-	-	3	18	42	36	4.12

Teacher's Ability To: Maintain a challenging level of instruction.

Item 29

Major	N's N/P	Responses (In Percents) Need 0	1	2	3	4	5	Mean	Proficiency 0	1	2	3	4	5	Mean
1. Art	9/9	11	-	11	33	33	11	3.11	-	-	-	33	44	22	3.89
2. Business	22/24	-	14	18	27	18	23	3.18	-	-	4	25	54	17	3.83
3. Dist Ed	8/8	-	-	-	13	50	38	4.25	-	-	13	38	38	13	3.50
4. Elem	134/138	2	19	13	10	27	29	3.30	-	-	5	28	44	23	3.84
5. English	27/28	4	7	15	19	30	26	3.41	-	4	4	25	54	14	3.71
6. HPE	34/33	3	18	9	29	18	24	3.12	-	-	3	36	55	6	3.64
7. Home Ec	18/19	-	17	22	33	11	17	2.89	-	-	5	32	63	-	3.58
8. Ind Ed	18/18	-	11	-	28	61	-	3.39	-	-	11	50	33	6	3.33
9. Fgn Lang	12/13	-	17	17	8	17	42	3.50	-	-	15	15	54	15	3.69
10. LEM	10/10	40	10	20	20	10	-	1.50	20	-	-	40	40	-	2.80
11. Math	20/20	-	10	10	10	25	45	3.85	-	-	5	40	35	20	3.70
12. Sciences	22/20	-	18	14	27	27	14	3.05	-	-	-	35	50	15	3.80
13. Music	14/14	-	43	14	7	7	29	2.64	-	-	-	29	36	36	4.07
14. Soc Sci	15/15	-	7	27	13	27	27	3.40	-	7	-	33	47	13	3.60
15. EMR	63/69	2	22	14	19	25	18	2.97	1	1	3	28	54	13	3.70
16. H.I.	13/16	-	15	8	-	46	31	3.69	-	-	-	31	44	25	3.94
17. LBD/Elem	120/125	1	22	8	14	22	34	3.37	-	-	2	26	44	28	3.98
18. Sph&HrTh	34/36	6	21	12	6	24	32	3.18	3	-	-	17	50	31	4.03
Total	593/615	2	18	12	16	25	27	3.24	1	1	3	29	47	20	3.80
Teaching Field															
1. Elem	138/142	1	18	14	10	26	30	3.33	-	-	5	28	44	23	3.86
2. Sec Ed	95/95	1	12	16	18	26	27	3.39	-	2	4	30	48	15	3.69
3. Spec Ed	231/247	2	21	10	13	24	29	3.26	1	0	2	26	48	24	3.91
4. Specialize	130/132	5	16	12	25	25	17	3.00	2	-	5	36	48	11	3.60
Teaching Location															
1. Rural	238/244	2	15	14	15	29	26	3.30	1	-	5	32	45	18	3.73
2. Suburban	279/292	3	18	11	18	24	28	3.25	0	1	3	28	48	20	3.82
3. Urban	61/65	3	28	8	13	20	28	3.02	2	-	2	22	52	23	3.92
Yrs. Taught?															
1. 1	117/121	4	12	14	20	24	27	3.26	-	1	7	36	41	16	3.63
2. 2	143/149	1	14	10	18	29	27	3.42	1	1	2	34	47	15	3.72
3. 3	116/120	3	22	16	14	20	26	3.03	2	1	3	28	47	21	3.79
4. 4	98/102	-	18	11	13	30	28	3.37	-	-	4	20	55	22	3.94
5. 5	64/66	-	28	11	16	17	28	3.06	-	-	2	23	49	27	4.02

Teacher's Ability To: Convey the impression of knowing what to do and how to do it.

Item 30

		Responses (In Percents)													
		Need							Proficiency						
Major	N's N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	8/9	13	-	13	13	50	13	3.25	-	-	11	22	33	33	3.89
2. Business	21/24	-	24	19	14	24	19	2.95	-	-	-	33	50	17	3.83
3. Dist Ed	8/8	-	13	-	38	38	13	3.38	-	-	-	50	25	25	3.75
4. Elem	134/139	2	19	11	16	27	24	3.18	-	-	4	27	42	27	3.92
5. English	27/28	4	19	4	26	37	11	3.07	-	4	4	43	32	18	3.57
6. HPE	34/33	3	18	9	18	32	21	3.21	-	-	3	30	49	18	3.82
7. Home Ec	18/19	-	22	11	17	33	17	3.11	-	-	-	37	42	21	3.84
8. Ind Ed	18/18	-	11	-	28	50	11	3.50	-	-	-	56	28	17	3.61
9. Fgn Lang	11/12	-	18	18	18	9	36	3.27	-	8	8	-	75	8	3.67
10. LEM	10/10	10	-	20	-	40	30	3.50	-	-	-	40	60	-	3.60
11. Math	20/20	-	10	10	20	45	15	3.45	-	-	-	45	45	10	3.65
12. Sciences	22/21	-	27	5	32	32	5	2.82	-	-	-	24	57	19	3.95
13. Music	14/14	-	43	14	14	-	29	2.57	-	-	-	21	29	50	4.29
14. Soc Sci	14/14	-	21	-	21	21	36	3.50	-	-	7	29	43	21	3.79
15. EMR	65/69	-	28	8	22	20	23	3.03	-	1	3	28	48	20	3.83
16. H.I.	14/17	-	7	14	21	29	29	3.57	-	-	6	24	53	18	3.82
17. LBD/Elem	119/125	1	21	9	13	28	29	3.31	-	-	5	19	46	30	4.02
18. Sph&HrTh	34/35	6	21	6	9	32	27	3.21	-	-	6	14	49	31	4.06
Total	591/615	2	20	9	17	29	23	3.19	-	1	3	27	45	24	3.88
Teaching Field															
1. Elem	138/143	2	19	11	17	26	25	3.22	-	-	4	27	42	27	3.93
2. Sec Ed	93/94	1	19	7	25	32	16	3.16	-	2	3	32	48	15	3.70
3. Spec Ed	233/247	1	22	9	15	27	27	3.24	-	0	5	21	47	27	3.96
4. Specialize	128/132	2	20	11	17	32	18	3.11	-	-	2	36	42	21	3.83
Teaching Location															
1. Rural	234/245	0	20	10	18	30	21	3.22	-	0	4	29	43	24	3.85
2. Suburban	279/289	3	18	8	17	29	25	3.27	-	1	3	26	46	25	3.92
3. Urban	63/67	2	25	13	18	21	22	2.97	-	-	3	30	48	19	3.84
Yrs. Taught?															
1. 1	119/120	4	12	15	19	33	18	3.17	-	2	5	32	44	18	3.71
2. 2	139/150	-	18	4	22	32	25	3.42	-	-	5	27	45	23	3.87
3. 3	116/121	3	27	9	13	31	18	2.97	-	1	3	23	50	24	3.93
4. 4	98/102	-	19	10	19	25	27	3.29	-	-	4	24	48	25	3.93
5. 5	62/64	2	24	11	18	19	26	3.06	-	-	-	31	38	31	4.00

Teacher's Ability To: Be respected by: A. Other teachers

Item 31

		Responses (In Percents)														
		Need							Proficiency							
Major	N's N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	11	11	11	22	33	11	2.89	-	-	-	22	44	33	4.11
2. Business	21/24	-	19	14	14	29	24	3.24	-	-	-	21	58	21	4.00
3. Dist Ed	8/8	-	13	-	63	13	13	3.13	-	-	-	50	38	13	3.63
4. Elem	133/139	4	23	6	14	23	30	3.20	-	1	2	19	42	36	4.10
5. English	26/28	-	12	8	27	42	12	3.35	-	4	7	36	43	11	3.50
6. HPE	33/34	6	12	12	21	27	21	3.15	-	-	9	27	41	24	3.79
7. Home Ec	18/19	-	39	-	22	17	22	2.83	-	-	5	11	58	26	4.05
8. Ind Ed	18/18	-	11	-	39	39	11	3.39	-	-	11	50	33	6	3.33
9. Fgn Lang	12/13	-	33	-	25	8	33	3.08	-	8	-	23	39	31	3.85
10. LEM	10/10	10	20	-	-	20	50	3.50	-	-	-	10	80	10	4.00
11. Math	20/20	-	15	-	15	45	25	3.65	-	-	5	20	40	35	4.05
12. Sciences	22/21	9	23	5	18	36	9	2.77	-	-	5	10	43	43	4.24
13. Music	14/14	-	50	14	14	7	14	2.21	-	-	7	14	36	43	4.14
14. Soc Sci	15/15	-	27	7	13	13	40	3.33	-	-	13	27	27	33	3.80
15. EMR	63/70	-	29	10	24	29	19	3.00	-	3	3	13	49	33	4.06
16. H.I.	13/16	-	15	-	15	39	31	3.69	-	-	6	13	56	25	4.00
17. LBD/Elem	121/125	3	24	4	15	22	32	3.27	-	-	2	14	41	42	4.23
18. Sph&HrTh	33/36	3	21	3	9	30	33	3.42	-	-	-	17	50	33	4.17
Total	589/619	3	23	6	17	26	26	3.19	-	1	4	19	44	32	4.03
Teaching Field															
1. Elem	137/143	4	23	6	14	24	30	3.22	-	1	2	20	41	36	4.10
2. Sec Ed	94/96	2	20	4	20	34	19	3.21	-	2	6	24	40	28	3.85
3. Spec Ed	231/248	2	24	5	14	26	29	3.25	-	1	2	14	46	37	4.16
4. Specialize	128/133	3	22	9	23	23	21	3.03	-	-	5	26	47	22	3.86
Teaching Location															
1. Rural	236/244	1	21	9	17	28	25	3.24	-	2	4	22	43	29	3.95
2. Suburban	278/295	3	21	4	18	25	28	3.26	-	-	4	19	43	34	4.07
3. Urban	61/66	5	31	2	16	25	21	2.89	-	-	2	14	50	35	4.18
Yrs. Taught?															
1. 1	118/122	4	20	6	20	25	24	3.14	-	3	4	25	44	24	3.83
2. 2	141/150	1	17	4	18	29	31	3.50	-	-	5	20	42	33	4.04
3. 3	117/121	4	27	9	15	21	24	2.94	-	-	3	20	46	31	4.07
4. 4	95/101	2	21	3	21	28	24	3.25	-	1	2	22	39	37	4.08
5. 5	63/66	2	30	8	10	25	25	3.03	-	-	3	8	46	44	4.30

Teacher's Ability To: Be respected by: B. Students

Item 31

		Responses (In Percents)													
	N's	Need							Proficiency						
Major	N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	9/9	11	22	-	22	22	22	2.89	-	-	-	11	56	33	4.22
2. Business	21/24	-	19	14	19	24	24	3.19	-	-	-	33	46	21	3.88
3. Dist Ed	8/8	-	13	-	50	25	13	3.25	-	-	13	13	63	13	3.75
4. Elem	131/137	3	24	5	10	24	34	3.27	-	2	2	18	41	38	4.12
5. English	26/28	4	4	8	23	46	15	3.50	-	4	11	39	32	14	3.43
6. HPE	33/34	3	12	12	21	21	30	3.36	-	-	3	32	32	32	3.94
7. Home Ec	18/19	-	33	6	6	28	28	3.11	-	-	5	16	53	26	4.00
8. Ind Ed	18/18	-	11	-	28	44	17	3.56	-	-	17	44	33	6	3.28
9. Fgn Lang	12/13	-	25	8	25	-	42	3.25	-	8	8	15	31	39	3.85
10. LEM	9/9	11	11	-	11	11	56	3.67	-	-	-	33	56	11	3.78
11. Math	20/20	-	15	-	20	15	50	3.85	-	-	5	30	35	30	3.90
12. Sciences	22/21	9	14	18	23	23	14	2.77	-	-	5	24	48	24	3.90
13. Music	14/14	-	36	21	7	7	29	2.71	-	-	14	-	50	36	4.07
14. Soc Sci	15/15	-	27	7	7	20	40	3.40	-	-	7	27	33	33	3.93
15. EMR	63/69	-	33	6	8	30	22	3.02	-	-	3	16	51	30	4.09
16. H.I.	12/16	-	17	-	17	33	33	3.67	-	-	-	13	63	25	4.13
17. LBD/Elem	121/126	1	23	4	10	17	45	3.54	-	-	2	21	34	43	4.17
18. Sph&HrTh	33/36	3	21	6	15	27	27	3.24	-	-	-	11	47	42	4.31
Total	585/616	2	22	6	14	24	32	3.31	-	1	4	21	42	33	4.02
Teaching Field															
1. Elem	135/141	3	24	5	10	24	34	3.30	-	1	2	18	40	38	4.12
2. Sec Ed	94/96	3	15	9	20	25	29	3.34	-	2	7	28	38	25	3.76
3. Spec Ed	230/248	1	25	5	10	24	35	3.36	-	-	2	18	42	38	4.16
4. Specialize	127/132	2	21	9	19	23	27	3.20	-	-	6	27	44	24	3.85
Teaching Location															
1. Rural	233/242	1	22	6	13	30	29	3.36	-	1	4	24	42	29	3.98
2. Suburban	278/294	3	18	8	16	19	37	3.40	-	1	3	21	39	36	4.05
3. Urban	60/66	3	37	-	12	22	27	2.92	-	-	3	14	53	30	4.11
Yrs. Taught?															
1. 1	117/119	4	18	9	17	24	28	3.23	-	3	3	29	40	26	3.83
2. 2	141/151	-	16	6	14	28	36	3.62	-	-	7	23	38	33	3.95
3. 3	115/120	4	32	4	12	18	30	2.98	-	-	2	21	47	31	4.07
4. 4	94/101	1	20	5	13	28	33	3.45	-	-	1	17	45	38	4.19
5. 5	63/66	2	27	6	13	22	30	3.17	-	2	3	15	39	41	4.15

Teacher's Ability To: Be respected by: C. Parents

Item 31

Major	N's N/P	Need 0	Need 1	Need 2	Need 3	Need 4	Need 5	Need Mean	Proficiency 0	Proficiency 1	Proficiency 2	Proficiency 3	Proficiency 4	Proficiency 5	Proficiency Mean
		Responses (In Percents)													
1. Art	9/9	11	22	-	22	33	11	2.78	-	-	-	22	56	22	4.00
2. Business	21/24	-	14	19	24	19	24	3.19	-	-	-	29	58	13	3.83
3. Dist Ed	8/8	-	13	-	63	13	13	3.13	-	-	-	50	38	13	3.63
4. Elem	131/138	3	21	7	14	26	29	3.25	-	1	5	19	42	33	3.99
5. English	25/27	4	4	8	32	36	16	3.40	-	4	4	44	33	15	3.52
6. HPE	33/34	6	12	12	18	27	24	3.21	-	-	3	35	35	27	3.85
7. Home Ec	18/19	-	39	-	22	22	17	2.78	-	-	-	21	58	21	4.00
8. Ind Ed	17/17	-	12	-	35	35	18	3.47	-	-	12	59	24	6	3.24
9. Fgn Lang	12/13	8	17	8	25	-	42	3.17	8	8	8	23	31	23	3.31
10. LEM	9/9	11	22	-	11	11	44	3.22	-	-	-	11	67	22	4.11
11. Math	20/20	-	15	-	20	30	35	3.70	-	-	5	25	45	25	3.90
12. Sciences	21/20	10	14	19	25	19	14	2.71	-	-	10	15	50	25	3.90
13. Music	14/14	-	43	14	14	-	29	2.57	-	-	-	14	43	43	4.29
14. Soc Sci	15/15	-	27	7	13	13	40	3.33	-	-	7	33	27	33	3.87
15. EMR	62/69	-	37	2	11	26	24	2.98	-	-	1	15	55	29	4.12
16. H.I.	12/16	-	17	-	8	42	33	3.75	-	-	-	19	63	19	4.00
17. LBD/Elem	121/126	1	22	6	11	22	38	3.45	-	-	4	17	39	41	4.16
18. Sph&HrTh	33/36	3	21	3	12	36	24	3.30	-	-	-	19	42	39	4.19
Total	581/614	2	22	6	17	25	28	3.24	0	1	4	22	44	30	3.98
Teaching Field															
1. Elem	135/142	3	21	7	14	27	29	3.27	-	1	5	19	42	32	3.99
2. Sec Ed	92/94	4	14	9	24	23	26	3.25	1	2	6	30	38	22	3.69
3. Spec Ed	229/248	1	26	4	11	27	32	3.32	-	-	2	17	46	36	4.14
4. Specialize	126/131	3	21	9	24	20	23	3.05	-	-	2	32	44	21	3.85
Teaching Location															
1. Rural	234/243	1	21	6	17	29	26	3.29	-	1	3	26	42	28	3.92
2. Suburban	272/292	3	19	7	16	34	31	3.32	0	0	4	21	43	31	3.99
3. Urban	60/66	3	30	7	20	13	27	2.90	-	-	3	20	47	30	4.05
Yrs. Taught?															
1. 1	115/120	4	16	10	21	25	24	3.20	-	2	3	29	43	23	3.82
2. 2	139/149	1	16	4	18	27	34	3.57	-	-	7	23	37	34	3.97
3. 3	115/120	4	29	8	13	19	28	2.99	-	-	4	19	48	29	4.02
4. 4	94/101	2	20	4	21	28	25	3.26	1	1	1	25	45	28	3.94
5. 5	63/66	2	27	10	10	27	25	3.10	-	2	-	18	41	39	4.17

Teacher's Ability To: Be respected by: D. Administrators

Item 31

Major	N's N/P	Responses (In Percents) Need 0	1	2	3	4	5	Mean	Proficiency 0	1	2	3	4	5	Mean
1. Art	9/9	11	11	11	22	33	11	2.89	-	-	11	22	11	56	4.11
2. Business	21/24	-	19	19	14	24	24	3.14	-	-	-	21	54	25	4.04
3. Dist Ed	8/8	-	13	-	63	13	13	3.13	-	-	-	50	38	13	3.63
4. Elem	131/136	3	24	8	17	24	25	3.10	-	2	2	19	35	42	4.12
5. English	26/28	4	8	8	27	42	12	3.31	-	4	7	39	36	14	3.50
6. HPE	32/34	6	13	13	19	31	19	3.13	-	-	6	38	29	27	3.76
7. Home Ec	18/19	-	39	-	17	22	22	2.89	-	-	-	26	42	32	4.05
8. Ind Ed	17/16	-	18	-	29	41	12	3.29	-	6	13	38	38	6	3.25
9. Fgn Lang	12/13	-	25	8	25	8	33	3.17	-	-	15	15	39	31	3.85
10. LEM	9/9	11	22	-	-	22	44	3.33	-	-	-	11	67	22	4.11
11. Math	20/19	-	15	-	15	40	30	3.70	-	-	5	26	21	47	4.11
12. Sciences	22/21	9	23	-	27	36	5	2.73	-	-	10	10	48	33	4.05
13. Music	13/14	-	46	8	23	-	23	2.46	-	-	7	21	14	57	4.21
14. Soc Sci	15/15	-	20	13	13	13	40	3.40	-	-	13	33	13	40	3.80
15. EMR	63/67	-	35	2	24	22	18	2.86	-	3	-	15	48	34	4.10
16. H.I.	13/17	-	23	-	16	31	31	3.46	-	-	-	18	35	47	4.29
17. LBD/Elem	121/126	3	22	6	15	24	31	3.31	-	1	3	19	33	44	4.17
18. Sph&HrTh	34/36	3	21	3	9	38	27	3.38	-	-	-	22	33	44	4.22
Total	584/611	3	23	6	19	26	24	3.15	-	1	4	22	36	37	4.04
Teaching Field															
1. Elem	135/140	3	23	7	17	24	25	3.13	-	2	2	19	35	41	4.11
2. Sec Ed	94/95	3	17	5	22	32	20	3.23	-	1	10	26	33	31	3.82
3. Spec Ed	232/247	2	25	4	16	26	27	3.21	-	1	2	18	37	42	4.17
4. Specialize	124/130	3	23	9	21	23	21	3.02	-	1	5	30	35	29	3.88
Teaching Location															
1. Rural	233/242	1	22	7	18	29	24	3.22	-	1	4	24	36	34	3.98
2. Suburban	277/291	4	20	5	20	26	26	3.23	-	2	4	2	32	40	4.04
3. Urban	60/65	3	35	3	20	18	20	2.75	-	-	-	17	49	34	4.17
Yrs. Taught?															
1. 1	116/117	4	20	8	22	24	22	3.07	-	3	3	27	39	30	3.91
2. 2	140/151	1	15	6	20	29	29	3.49	-	1	7	21	33	39	4.03
3. 3	115/119	4	29	8	13	24	22	2.90	-	2	3	23	40	34	4.01
4. 4	94/102	2	21	3	23	28	22	3.20	-	1	4	22	33	40	4.08
5. 5	63/65	2	29	6	18	25	21	2.98	-	-	2	22	29	48	4.23

Teacher's Ability To: Have good rapport/working relations with: A. Other teachers

Item 32

Responses (In Percents)

Major	N's N/P	Need 0	Need 1	Need 2	Need 3	Need 4	Need 5	Need Mean	Proficiency 0	Proficiency 1	Proficiency 2	Proficiency 3	Proficiency 4	Proficiency 5	Proficiency Mean
1. Art	8/9	13	13	-	25	13	38	3.25	-	11	-	11	22	56	4.11
2. Business	21/24	-	19	19	10	19	33	3.29	-	-	4	17	46	33	4.08
3. Dist Ed	8/8	-	13	-	50	25	13	3.25	-	-	-	50	38	13	3.63
4. Elem	133/139	4	25	5	11	23	33	3.23	-	-	1	21	35	43	4.19
5. English	27/28	4	7	15	26	30	19	3.26	-	4	7	32	32	25	3.68
6. HPE	33/34	3	18	9	15	27	27	3.27	-	-	6	29	35	29	3.88
7. Home Ec	18/19	-	39	6	11	28	17	2.78	-	-	-	21	42	37	4.16
8. Ind Ed	17/17	-	12	6	29	35	18	3.41	-	-	-	47	35	18	3.71
9. Fgn Lang	12/13	-	33	-	17	8	42	3.25	-	-	8	15	39	39	4.08
10. LEM	10/10	10	20	-	-	30	40	3.40	-	-	-	10	70	20	4.10
11. Math	20/20	-	15	-	20	40	25	3.60	-	-	-	30	40	30	4.00
12. Sciences	21/21	10	29	5	14	29	14	2.67	-	-	-	14	48	38	4.24
13. Music	14/14	-	50	-	14	7	29	2.64	-	-	-	21	29	50	4.29
14. Soc Sci	15/15	-	27	7	13	13	40	3.33	-	-	13	20	27	40	3.93
15. EMR	63/70	-	30	8	14	21	27	3.06	-	3	1	21	40	34	4.01
16. H.I.	12/16	-	17	-	-	50	33	3.83	-	-	13	6	44	38	4.06
17. LBD/Elem	121/126	3	24	4	12	22	36	3.35	-	2	2	14	38	44	4.21
18. Sph&HrTh	34/37	3	24	6	3	29	35	3.38	-	-	-	18	41	41	4.22
Total	587/620	3	24	6	14	24	31	3.24	-	1	3	21	38	38	4.09
Teaching Field															
1. Elem	137/143	4	24	4	12	23	34	3.26	-	-	1	21	34	43	4.20
2. Sec Ed	94/96	3	20	6	19	28	23	3.18	-	1	5	24	38	32	3.95
3. Spec Ed	231/250	2	25	5	10	24	34	3.31	-	2	2	16	40	40	4.15
4. Specialize	126/132	2	24	8	17	23	26	3.13	-	1	2	27	39	32	3.98
Teaching Location															
1. Rural	235/249	1	23	5	14	28	29	3.31	-	1	4	23	38	34	3.99
2. Suburban	277/295	4	21	7	14	24	32	3.29	-	1	2	20	35	42	4.15
3. Urban	61/66	5	33	5	12	16	30	2.90	-	-	-	17	47	36	4.20
Yrs. Taught?															
1. 1	118/122	5	19	9	16	28	24	3.14	-	1	3	28	36	32	3.95
2. 2	141/151	-	18	6	15	27	34	3.52	-	1	4	19	36	39	4.08
3. 3	115/120	4	29	6	13	18	30	3.01	-	-	-	22	43	35	4.13
4. 4	95/101	2	22	5	17	22	32	3.29	-	2	3	19	38	39	4.06
5. 5	63/66	2	32	3	10	25	29	3.11	-	-	2	15	38	46	4.27

acher's Ability To: Have good rapport with: B. Students

em 32

		Responses (In Percents)													
		Need							Proficiency						
Major	N's N/P	0	1	2	3	4	5	Mean	0	1	2	3	4	5	Mean
1. Art	8/9	13	13	-	25	-	50	3.38	-	-	-	22	44	33	4.11
2. Business	21/24	-	19	10	24	29	19	3.19	-	-	-	38	33	29	3.92
3. Dist Ed	8/8	-	13	-	50	13	25	3.38	-	-	13	25	50	13	3.63
4. Elem	132/138	4	23	8	11	17	37	3.27	-	1	1	20	35	44	4.19
5. English	26/28	4	4	12	23	35	23	3.50	-	-	18	29	32	21	3.57
6. HPE	34/34	3	15	15	18	18	32	3.29	-	-	3	27	41	29	3.97
7. Home Ec	18/19	-	39	-	6	28	28	3.06	-	-	-	21	53	26	4.05
8. Ind Ed	17/17	-	12	-	18	47	24	3.71	-	-	12	47	29	12	3.41
9. Fgn Lang	12/13	-	25	8	17	8	42	3.33	-	-	15	8	46	31	3.92
10. LEM	9/9	11	11	11	-	33	33	3.33	-	-	-	22	67	11	3.89
11. Math	20/20	-	15	-	25	20	40	3.70	-	-	5	30	35	30	3.90
12. Sciences	21/21	10	14	15	19	29	14	2.86	-	-	-	19	52	29	4.10
13. Music	14/14	-	43	21	7	-	29	2.50	-	-	-	21	36	43	4.21
14. Soc Sci	15/15	-	27	7	13	13	40	3.33	-	-	7	27	27	40	4.00
15. EMR	64/69	-	33	6	8	25	28	3.09	-	-	3	20	46	30	4.04
16. H.I.	12/16	-	17	-	-	33	50	4.00	-	-	-	6	69	25	4.19
17. LBD/Elem	121/126	2	24	5	7	20	42	3.46	-	-	3	14	41	42	4.22
18. Sph&HrTh	34/37	3	27	3	6	27	35	3.32	-	-	-	16	38	46	4.30
Total	586/617	2	23	7	12	22	34	3.31	-	0	3	21	41	35	4.07
Teaching Field															
1. Elem	136/142	4	22	7	12	17	38	3.31	-	1	1	20	35	44	4.19
2. Sec Ed	93/96	3	15	9	20	24	29	3.33	-	-	9	24	39	28	3.85
3. Spec Ed	232/249	1	26	5	7	23	38	3.37	-	-	2	15	44	38	4.18
4. Specialize	126/131	2	22	9	17	22	28	3.17	-	-	3	30	41	26	3.90
Teaching Location															
1. Rural	233/243	1	21	8	12	27	31	3.37	-	0	3	24	40	32	4.01
2. Suburban	278/294	3	20	7	14	19	37	3.37	-	-	4	19	38	38	4.10
3. Urban	61/66	5	34	2	8	18	33	2.98	-	-	2	14	56	29	4.12
Yrs. Taught?															
1. 1	117/119	5	17	9	21	22	27	3.17	-	1	4	29	41	25	3.86
2. 2	141/151	-	16	7	13	26	38	3.65	-	-	7	20	36	37	4.04
3. 3	115/120	4	30	5	10	20	30	3.03	-	-	3	19	43	34	4.08
4. 4	95/101	1	23	4	11	20	41	3.48	-	-	1	18	45	37	4.17
5. 5	63/66	2	30	8	8	19	33	3.13	-	-	2	12	39	47	4.32

eacher's Ability To: Have good rapport with: C. Parents

tem 32

Major	N's N/P	Need 0	Need 1	Need 2	Need 3	Need 4	Need 5	Need Mean	Proficiency 0	Proficiency 1	Proficiency 2	Proficiency 3	Proficiency 4	Proficiency 5	Proficiency Mean
1. Art	8/9	13	13	-	25	13	38	3.25	-	-	-	22	56	22	4.00
2. Business	21/24	-	14	19	24	24	19	3.14	-	-	-	33	54	13	3.79
3. Dist Ed	8/8	-	13	-	50	25	13	3.25	-	-	-	50	38	13	3.63
4. Elem	132/137	4	20	8	14	22	33	3.28	-	2	3	20	37	38	4.07
5. English	26/28	4	4	8	31	31	23	3.50	-	4	4	46	32	14	3.50
6. HPE	34/34	3	18	12	21	24	24	3.15	-	-	-	38	32	29	3.91
7. Home Ec	18/19	-	39	-	28	17	17	2.72	-	-	-	26	53	21	3.95
8. Ind Ed	17/17	-	12	-	35	35	18	3.47	-	-	-	71	18	12	3.41
9. Fgn Lang	12/13	-	25	8	25	-	42	3.25	-	-	15	23	23	39	3.85
10. LEM	9/9	11	11	11	-	33	33	3.33	-	-	-	33	56	11	3.78
11. Math	20/20	-	15	-	20	35	30	3.65	-	-	-	30	45	25	3.95
12. Sciences	21/21	10	14	19	19	29	10	2.71	-	-	5	29	43	24	3.86
13. Music	14/14	-	50	7	14	-	29	2.50	-	-	-	14	36	50	4.36
14. Soc Sci	15/15	-	27	7	13	13	40	3.33	-	-	7	33	27	33	3.87
15. EMR	63/70	-	33	5	8	25	29	3.11	-	-	1	23	44	31	4.06
16. H.I.	12/16	-	17	-	-	25	58	4.08	-	-	-	25	38	38	4.13
17. LBD/Elem	121/126	1	22	8	10	20	39	3.42	-	-	4	16	42	38	4.14
18. Sph&HrTh	34/37	3	27	-	9	27	35	3.35	-	-	3	19	35	43	4.19
Total	585/617	2	22	7	15	23	31	3.27	-	1	3	25	39	32	4.00
eaching Field															
1. Elem	136/141	4	19	8	14	21	34	3.32	-	1	3	21	37	38	4.08
2. Sec Ed	93/96	3	15	9	23	25	26	3.28	-	1	5	34	35	24	3.76
3. Spec Ed	231/250	1	26	6	9	23	36	3.36	-	-	3	19	42	37	4.12
4. Specialize	126/131	2	22	9	24	21	21	3.04	-	-	-	37	41	22	3.85
eaching Location															
1. Rural	233/242	1	20	8	16	28	28	3.34	-	1	3	26	41	29	3.93
2. Suburban	277/295	3	20	8	15	21	34	3.33	-	0	3	26	37	34	4.02
3. Urban	61/66	5	31	3	18	13	30	2.92	-	-	-	24	44	32	4.08
rs. Taught?															
1. 1	116/119	5	16	10	19	26	24	3.17	-	1	2	34	38	26	3.87
2. 2	141/151	-	14	8	18	24	37	3.63	-	-	6	27	32	35	3.96
3. 3	115/120	4	29	5	14	20	29	3.04	-	-	3	23	44	30	4.01
4. 4	95/101	1	22	6	18	20	33	3.32	-	1	1	23	47	29	4.01
5. 5	63/66	2	32	6	8	22	30	3.08	-	2	- -	20	35	44	4.20

Teacher's Ability To: Have good rapport with: D. Administrators

Item 32

Major	N's N/P	Need 0	Need 1	Need 2	Need 3	Need 4	Need 5	Need Mean	Proficiency 0	Proficiency 1	Proficiency 2	Proficiency 3	Proficiency 4	Proficiency 5	Proficiency Mean
1. Art	8/9	13	-	13	25	13	38	3.38	-	11	-	22	11	56	4.00
2. Business	21/24	-	19	19	14	24	24	3.14	-	-	-	29	38	33	4.04
3. Dist Ed	8/8	-	13	-	50	25	13	3.25	-	-	-	50	38	13	3.63
4. Elem	132/138	4	22	7	14	26	27	3.18	-	1	4	15	37	44	4.19
5. English	26/28	4	8	12	27	27	23	3.35	-	-	7	32	32	29	3.82
6. HPE	33/34	3	15	9	21	30	21	3.24	-	-	6	32	29	32	3.88
7. Home Ec	18/19	-	33	6	22	22	17	2.83	-	-	5	26	42	26	3.89
8. Ind Ed	17/17	-	18	-	24	41	18	3.41	-	6	-	41	35	18	3.59
9. Fgn Lang	12/13	-	25	8	25	-	42	3.25	-	-	8	23	31	39	4.00
10. LEM	9/9	11	11	11	-	22	44	3.44	-	-	-	22	56	22	4.00
11. Math	20/20	-	15	-	20	30	35	3.70	-	-	-	30	35	35	4.05
12. Sciences	21/21	10	24	5	19	33	10	2.71	-	-	5	14	48	33	4.10
13. Music	14/14	-	50	7	14	-	29	2.50	-	-	-	29	21	50	4.21
14. Soc Sci	15/15	-	27	7	20	7	40	3.27	-	-	7	27	27	40	4.00
15. EMR	63/70	-	33	3	18	25	21	2.97	-	3	-	20	41	36	4.07
16. H.I.	13/17	-	23	-	8	39	31	3.54	-	-	6	12	35	47	4.24
17. LBD/Elem	121/126	3	25	4	10	25	34	3.31	-	1	3	14	37	45	4.23
18. Sph&HrTh	34/37	3	24	-	12	27	35	3.41	-	-	5	14	38	43	4.19
Total	585/619	3	23	6	16	25	28	3.21	-	1	3	20	37	39	4.09
Teaching Field															
1. Elem	136/142	4	21	7	15	26	28	3.21	-	1	4	16	37	44	4.19
2. Sec Ed	93/96	3	18	7	23	23	27	3.24	-	-	5	26	35	33	3.97
3. Spec Ed	232/251	2	27	3	12	26	30	3.25	-	1	3	15	39	42	4.18
4. Specialize	125/131	2	22	9	20	23	23	3.09	-	2	2	32	33	31	3.90
Teaching Location															
1. Rural	233/243	1	22	6	15	28	28	3.30	-	1	4	23	38	34	4.00
2. Suburban	276/299	4	20	5	18	24	29	3.25	-	1	3	21	32	42	4.12
3. Urban	62/67	5	34	3	15	18	26	2.84	-	-	-	12	51	37	4.25
Yrs. Taught?															
1. 1	116/120	5	18	8	21	26	22	3.11	-	1	4	25	42	28	3.93
2. 2	141/151	-	16	5	18	28	32	3.55	-	1	5	21	33	41	4.08
3. 3	115/120	4	28	7	12	24	24	2.97	-	2	3	18	40	37	4.07
4. 4	95/102	2	24	2	20	22	30	3.24	-	2	1	20	38	39	4.12
5. 5	63/66	2	32	6	11	25	24	2.98	-	-	2	20	29	50	4.27

Appendix 1

Summary of Principals' Narrative Responses To Three Statements

Appendix 1

Summary of Principals' Narrative Responses To Three Statements

3. Do you have suggestions how BGSU can better prepare teachers? If so, please describe them in this space or attach separate page(s).

Program	Page
Elementary	A1
Specialized	A2
Special Education	A4
Secondary Subjects	A5

4. Special comments: (For example, visible strengths and/or weaknesses of teacher education preparation at BGSU.)

Program	Page
Elementary	A7
Specialized	A8
Special Education	A9
Secondary Subjects	A10

5. If you were involved, why did you recommend the hiring of this BGSU graduate?

Program	Page
Elementary	A13
Specialized	A14
Special Education	A16
Secondary Subjects	A17

Comments from Principals/Supervisors

QUESTION #3
Do you have suggestions how BGSU can better prepare teachers? If so, please describe them.

ELEMENTARY

Special Ed/Ed majors should have a full quarter of training in each area to be certified.
Need more middle grade trained and skilled teachers.
More on teaching and related techniques. R4*
More on use of AV equipment. R2
More on classroom discipline. R12
More field experience. R9
Impressed with BGSU trained teachers. R10
Need more on computer literacy, etc. R3
Preparation for work in a pluralistic environment. R4
Need for social skills.
Need for compassion, empathy. R3
Need for classroom management skills. R6
Need competencies in diagnostic and prescriptive instruction. R2
Be innovative (as opposed to traditional). R2
Need to be better prepared for parent-teacher interaction. R3
Need to be better informed on procedures, policies, laws.
Need interviewing skills.
Less emphasis on portfolio.
Exposure to current (practicing) administrators and teachers. R2
Teach professional ethics.
They should know the new state standards.
Course on gifted children for all teachers. R2
Less theory. R2
Well prepared. R3
Need more preparation in reading.
Should have knowledge of current educational research and its implications.
Expose students to books by Rudolf Dreikurs.
Teach Adlerian philosophy. (Adler)
Include purposes of behavior and classroom discussion groups.
Use: Maintaining sanity in Classroom, Drukrus
One year on-job training provides experience needed for supervisor teachers.
Need more work in the area of test interpretation.
Stress teaching as a profession.
More techniques for teaching composition. R2
Encourage area concentration, ie., math or social studies. R2
Need ability for self-evaluation.
More on grouping students for instruction not just in reading. R3

*R4 = 4 repeats (4 principals/supervisors said about the same thing.)

Teach techniques for teaching thinking skills.
Need a selective procedure for prospective teachers. R3
Profs too long away from reality.
Teacher good no matter where she/he went.
Need to know how to set up a classroom for fall.
Need more on how to prepare lessons.
Encourage enthusiasm from your teachers!.
Grades (for prospective teachers) mean little.
Stress academic achievement/reflects well on profession.
It is possible for a teacher to be "too nice."
Broaden student teaching experience geographically in Ohio.
Student teaching suggestion: "shadowing" student to determine task time.
Student teaching should include different economic settings.
Student teaching should be done in more than one school.
Classroom management skills when using groups.
Thanks for attempting to weed out poor candidates.
Good teaching methods are learned by experience, not textbooks.
Need ability to work with low achiever.
More on how to deal with mainstreaming students.
This teacher is immature.
This teacher lacks common sense.
Inability to do what is required of him/her.

SPECIALIZED EDUCATION

Art
More field experience.
More emphasis on grammar and oral skills.
Encourage usage of properly spoken English vs. colloquisms.
More classroom management skills.
Better record keeping.

Business
Don't restrict student teaching to only vocational block.
More time should be spent with automated equipment and writing training drills.
Encourage professional attire.
BGSU students adequately prepared.
Focus on major and minor subject area skills.
Fewer education courses.
More field experience.
How to write I.E.P.'s.
How to adjust teaching strategies, tests, grading. R2
More emphasis on oral skills.
Encourage teacher/staff, administration communication.
More discipline procedures. R2
Stress management course.
Self-actualization techniques.

Distributive Education
More field experience. R2
More educational philosophy and psychology. R2
Fewer general courses.
Encourage awareness of supportive resources.

Physical Education

More emphasis on different levels of teaching.
Less theory, more "How To." R3
Strong teaching in teaching field.
Follow up seminars to field experiences.
More psychology and human relations training for faculty interaction. R2
Need to develop simultaneous awareness of student's needs, professional needs and institutional needs.
BGSU still generally produces best teachers.
Enthusiasm can overcome handicaps, shortcomings, etc.

Home Economics

Discipline techniques. R5
Teacher has positive rapport and excellent ability.
More field experience. R3
More closely supervised during field experience.
Need increased understanding of individual differences in students' abilities and methods to deal with them.
College should recruit students.
Proper (professional) attire for interviewing.
More information on legal responsibilities.
Better preparation in classroom management.

Industrial Arts

More experience dealing with overall aspects of teaching, not just instructional.
Need more discipline techniques.
More field experience.
More critiquing of teaching styles of student.
More field experience in schools displaying various methods of discipline control.
More concern with affective activities.
Stress teaching is not a 9-5 job.
Client is #1.
More experience with dealing with large classes, students with below average skills.
Teacher/staff - administration relations.
BGSU very satisfactory in industrial arts.
More instruction in teaching 7-8 grades.

Library and Educational Media

Need to know how to relate to people.
Expand practical experience.
Need a program which provides more guided experience.

Music

More in class preparation.
Favor pre-test for each field.
More discipline techniques.
Present realities of teaching.
Band majors should have background in voice.
More "on the job" experience.
Create an elimination process.

SPECIAL EDUCATION

More on discipline problems and techniques, crisis intervention R9
Need more on computer literacy. R2
Parent teacher communications, diplomacy, p.r., etc. R4
Identification and definition of L.D.
Individualized remediation.
Internship: 1 full year (increase program to 5 years)
More on middle school child. R4
Need more on classroom management skills. R8
Need to write realistic lesson plans. R3
Need to know how to use individual standardized test scores. R2
Well trained, i.e., no comments. R6
More field experience, include: different grade levels and different school settings. R9
Encourage multiple certification. R2
Teachers need "good" attitude. R3
Emphasize need to fulfill extra curricular positions.
Program to "rejuvenate" teachers.
Use competency tests: reading, composition, math.
Testing for competency after clinical practicum.
Stress practical solutions to practical problems. R2
Prepare regular and special education teachers for mainstreaming.
Preparation for a pluralistic environment.
Use practicing teachers as classroom speakers in teacher preparation courses.
More on curriculum development. R2
More on evaluation techniques and approaches. R2
More on communication skill development.
How to deal with retarded deaf students.
How to develop program of pre-vocational and self-help skills.
How to write I.E.P.'s.
More on teaching reading. R2
Current research and its implication should be understood by student. R2
Expose them on how to select a textbook.
Stress compassion.
How to direct an aide.
Add counseling coursework. R3
More SBH instruction during general education.
Unfamiliar with BGSU graduates but pleased with this teacher.
Stress that regular teacher/special education teacher must communicate.
Student should expect to continue learning on the job.
BGSU's students tend not to be open to suggestions or constructive criticism.
How to grade special education students.
Professors should be required to return to classrooms for awhile.
Totally unprepared BGSU for: classroom organization, lesson planning, reading instruction, bulletin boards; succeeded by determination, not preparation.
Need to learn various motivational principles.

Need better understanding of relevant concepts of learning sequence by grade. R2
Stress development of daily teaching schedules.
Course requirements should be tougher. R2
Supervisors and cooperating teachers should expect more.
Teachers need better preparation in using current education assessments.
Training in communications and group process. R2
Stress professional attire.
Experience creates the professional teacher.
Less theory, more practical courses.
Anyone who repeats student teaching 3 times should be discouraged--should not be premitted to become a teacher.

Speech Therapy

All education majors should have courses on Exceptional Children.
Work of current teacher suggests that there is no need for change.
Self-analysis.
Student analysis and prescription.
Classroom management and organization.
How to work with mainstreamed students.
Effective verbal and non-verbal communications. R2
Positive reinforcements.
Time management.
Group therapy encouraged.
Limited experience with BGSU graduates prohibits response.
Additional background in language disorders. Also, how they coincide with learning disabilities. R2
Teacher/therapists relations, i.e., consultant.
More proficiency in administering assessment instruments.
How to communicate results of assessment tests.
Human relations training needed.

SECONDARY SUBJECTS

Biology

Good background in biology.

Chemistry

More field experience with different learning levels.

Communications

As a group, BGSU educates the best.
Particular teacher could just be misplaced in grade level--she's not living up to my expectations of a BGSU graduate.

English

Expand student teaching time.
Include both junior high and high school for student teaching.
More on efficient classroom time usage
More on questioning techniques; instructional methods. R2
How to analyze teaching for self improvement. R2
Emphasize professionalism at all times.

More practical knowledge.
Get professors into classroom.
Better discipline courses. R2
More field experience.
Stress management.

French
More on classroom management.
More on discipline.

Geography
Serve one year internship before certified.
More science courses.

German
Students should be able to identify what is to be taught and how to teach it.
Spend more time on level student wishes to teach.

Journalism
More exposure to Madeline Hunter's work.

Mathematics
Course needed on assertive discipline. R3
Encourage teaching of reading in a content area.
Teach counseling skills.
Classroom management needed.
Teaching different learning levels.
Overall BGSU still best for teacher preparation. R2
More effective methods of classroom instruction.
More college instructors with secondary level experience.
More field experience.

Science Comprehensive
Need for awareness of discipline procedures.
Know about P.P.O.'s and competency testing.
Encourage enthusiasm.
Promote motivation skills.
Need to develop more understanding of grade distribution.
Educate candidates on how to relate to people.
BGSU in general does a fine job with teacher preparation.
Work on being creative in classroom.

Social Studies
Emphasize basic writing/grammar skills.
Emphasize public speaking skills.
Need more discipline techniques.
Need to develop higher level questioning skills.
Encourage professional attire.
Be realistic in approach to education.
Need to aware of paper work.
Be aware that some students don't want to learn and how to deal with this.

Spanish
Assign an advisory group to develop a competency test.

Speech
Need self-confidence and leadership abilities.

QUESTION #4. Special comments: (For example, visible strengths and/or weaknesses of teacher education preparation at BGSU.)

ELEMENTARY

Application of reading principles weak.
Actual teaching has created effectiveness. R2
Impressed with BGSU graduates. R3
Weakness: emphasis on traditional education.
Strength: highly motivated teachers.
Strength: uses concept development techniques.
Weakness: (in general) provides minimum amount of work.
Weakness: poor academic advising.
Weakness: professors out of education too long.
Strength: communication skills. R2
Strength: field experience opportunities. R3
Weakness: cannot distinguish between LD and DH vs. low achiever.
Weakness: gifted children education.
Weakness: limited creativity.
Strength: technical skills and methods.
Weakness: ability to deal with special students.
Strength: discipline methods.
Satisfactory teachers. R5
Strength: students' preparation for job interviews. R3
Strength: BGSU graduates exhibit maturity and confidence.
Stress respect for teacher by students.
Strength: graduates up-to-date on profession's issues and concerns.
Excellent program. R3
Good rapport with staff.
Not enough experience with BGSU graduates to comment. R2
Weakness: Knowledge of "Politics in Education," laws, Board of Education. R2
Strength: portfolios for interviews.
Not convinced university makes a difference.
Encourage professional growth through higher degrees.
Strength: positive attitude to teaching. R2
Weakness: quality declining due to non-selective procedure.
Strength: lesson plan preparation. R4
Weakness: lacks confidence.
Strength: attractive classroom.
Strength: willing to correct teaching areas.
Weakness: discipline techniques.
Weakness: classroom control.
Expose candidates to "master" teachers with observations, videotape, etc.
Weakness: no screening (selection) process.
Weakness: not enough variety in field experience.
No university has adequately prepared teachers to enter the classroom.
General weakness (not necessarily BGSU): writing as a great tool in all subjects.
Weakness: too much emphasis of grades as an evaluative tool.
Weakness: knowing when to intervene and appropriate intervention.

SPECIALIZED EDUCATION

Art
Heard there was no teacher placement service.
Candidate had outside influences that affected teaching; working to overcome.
Weakness: recordkeeping.
Weakness: ability to work with parents, staff, administrators.
Creative teachers should be taught that they will have to conform.
Candidate one of the best first year teachers in this system.

Business
Well prepared for vocational block.
Excellent classroom control.
Lesson plans well done.
Portfolio.
More computer knowledge.
More on business applications.
More knowledge of individualizing instructions for competency based curriculum.
Encourage practicing teachers to keep up with area.
Interviewing ability demonstrates confidence.
Instructional technique and preparation is excellent. R2
Positive attitude towards teaching.
Weakness: how to deal with crisis situations. R2

Distributive Education
Marketing education department best in state, country. R2
Teacher created an excellent program in 2 years.
How to establish own classroom in beginning.
Importance of time on task stressed.
Being involved in community is important.

Physical Education
Excellent preparation at BGSU. R3
Unable to write lesson plans.
Weak knowledge of school law.
Weak in public relations.
A critical component is sensitivity to youngsters.
Lesson plans good.
Physical education test developed - good.

Home Economics
Creativity.
Likes to work with kids. R2
BGSU teacher graduates well prepared.
Eager to teach.
Work well with staff and students.

Industrial Arts
More experience in: learning styles, variety of teaching methods, lesson plan writing, assertive discipline, extracurricular duties, using supplemental materials.

Enthusiastic and willing to work.
Weak: handwriting quality.
Weak: classroom management and control techniques.
Solid program at BGSU.
Possess adequate knowledge of subject.
Secondary teachers seem well prepared.

Library and Educational Media

BG does a good job.
Needs assertiveness.
Excellent professional portfolio

Music

BGSU teachers well prepared.
Strength: actual classroom time, as provided in preparation.
Teaching is an art; individual can be a "natural."
A good foundation.
Very adequate preparation.
Good understanding of mechanics.
Weakness: ability to deal with reality.
Try to attract quality people.
Professional.
Organized.
Demanding performer.

SPECIAL EDUCATION

Adequately prepared. R5
More practicum experience in behavior. R2
Superb, excellent, etc. R6
Well respected by students and staff.
Compassion with students.
How to deal with difficult parents (weak).
Weakness: classroom organization and management.
Weakness: student performance evaluation
Strength: lesson planning. R3
Strength: language development for normal deaf.
Weakness: sign language skills undeveloped.
Weakness: dealing with multi-handicapped deaf students.
Good understanding of student differences and needs.
Positive attitude. R2
Enthusiastic. R2
Weakness: how to write I.E.P.'s.
Strength: "Exploring the Profession" program.
Strength: portfolio. R2
Strength: overall special education program.
Weakness: interpretation of psychological testing.
Strength: strong in structure and individualization.
Weakness: use of AV materials for supplement. R2
Pleased with teacher's performance.
Strength: graduates show leadership ability.
Strength: knows how to deal with parents.
Does homework well and presents it well.
Weakness: does important things at last minute.

Always late.
Strength: area of planning and curriculum.
Too many courses not pertinent to teaching.
More courses on classroom discipline.
With more experience he/she will be excellent.
Weakness: cooperation with other professionals.
Strength: BGSU graduates always interview well.
Teacher lacks enthusiasm normally seen in BGSU graduates.
Works well with staff.
Competent.
Weakness: oral expression. R2
Weakness: discipline and consistency.
Problem with BGSU in receiving certification; given the "run-around."
Strength: BGSU graduates' ability to handle own problems.
Inability to use inservice training.
Sense of humor needed.
How to teach initiative.
Strength: utilization of questionnaire.
BGSU lacks teaching consistency.
Weakness: written skills.

Speech Therapy

Excellent. R4
Weakness: all aspects of language development. R2
Weakness: knowledge of due process procedures and problems.
Weakness: group therapy should be encouraged and applied.
Weakness: tests and management.
Strength: field experience seems to promote confidence and flexibility.
Weakness: screening through observation and speech sampling rather than administering tests such as CELF, TOLD, etc.
Strength: ability to be independent and capable.
Weakness: therapist/administrator relation in communicating

SECONDARY SUBJECTS

Biology

Weakness: defining some personal goals for classroom.
Strength: depth of knowledge, involvement, willingness to assist, strong character.

Chemistry

Strength: knew content area.
Wants to teach accelerated courses.
Weakness: not open to suggestions.
Weakness: discipline.

Communications

Better preparation of middle school teachers.
Experience has helped teacher.

English

Totally unprepared for high school, student taught only in junior high.
Creative and variety in techniques. R2

Rapport with students.
Superb questioning techniques.
Not disappointed in recommending BGSU graduates.
Knowledgeable, up-to-date in educational processes.
Understands student motivation.
BGSU graduates always interview well.
Students always enthusiastic about teaching.
More work needed in writing; teaching of and practice skills.

Geography
Enthusiasm.
Ability to communicate.
Lack of organization.
Lack of classroom discipline.
Irresponsibility.
Insufficient knowledge of subject area.

German
Lacks classroom management skills.

Mathematics
Always prepared for class.
Punctual, reliable.
Knowledgeable in subject area. R2
Need to know how to motivate students on day-to-day basis.
Know school law before entering classroom.
Exposure to public relations techniques.
More emphasis on attitude.
BGSU still does a good job.

Science Comprehensive
Students/teacher communication is lacking.
Show confidence in knowledge.
Ability is highest criteria needed.
Motivation needed.
Discipline important.
BGSU does a fine job.
Stress dynamics and interpersonal skills.
Application of theory into understanding and application.

Social Studies
Give all teacher candidates at least one lecture on coaching (to help fill coaching vacancies).
Excellent organizational skills.
Sometimes teaching above student's abilities.
Excellent student/teacher and teacher/staff relations.
Pleased with placement office.
Well prepared for interviews.
Professional portfolio.
Lesson plans well done.
BGSU students always well prepared.

Spanish
Personality enhances teaching.
Very conscientious.
Enthusiasm about teaching.
Good organization.

Speech

Good rapport with students.
Hardworking.
Creative in teaching styles.
Good usage of A-V materials.
Willing to do extracurricular activities.
Doesn't follow rules not in agreement with.
Outside activities affecting reputation.

QUESTION #5. If you were involved, why did you recommend the hiring of this BGSU graduate?

ELEMENTARY EDUCATION

Not involved. R13
Well qualified. R5
Impressive student teaching experience. R3
Comprehensive personal notebook (resume). R4
Projected him/herself well during interview. R24
Interested in teaching. R4
Constant learner (important for staff development program). R8
Flexible. R3
Best candidate. R5
Hometown.
Enthusiastic. R13
Well organized. R2
Outstanding teacher. R3
Personality. R9
Approach to teaching. R2
Recommendations. R10
Student teaching done in district. R3
Knowledgeable in field. R9
Place of graduation unimportant for selection. R2
Teacher is a natural.
Substitute hired for full-time position. R8
"Lived up" to expectations. R7
Dedicated. R6
Communication skills: oral and written. R2
G.P.A.
Poise. R3
Ability to work in team teaching program. R2
Likes kids. R2
Had many talents and not afraid to apply them.
Credentials acceptable. R2
Knew what she/he wanted to do in classroom. R2
Sensitivity. R3
Previous work experience. R3
Child oriented.
Sound instruction skills.
Compassionate. R3
Place of graduation does matter.
Special education certification.
Willingness to tackle tasks.
Skill in various subject areas.
Maturity.
Not involved but good choice. R2
Knew teacher previous to employment.
BGSU Graduate.
Academic preparation. R3
Good rapport with children noted.
Tries to rid obstacles in the way of students' learning.
Works at self-improvement.

SPECIALIZED EDUCATION

Art
College doesn't matter--attitude more important.
Strong candidate.
Best available.
Well prepared. R2
Good attitude.
Excellent presentation.
Ability to relate to others.
Super person.

Business
Preparation for teaching vocational program.
Scored well on teacher perceiver structured interview.
Desire to be involved with activity program.
Recommendations. R2
Student teaching done at school.
Had a master's degree.
Interviewed well.
Not involved.
Replacement for a first year teacher who resigned.
Portfolio.
Hired two candidates from BGSU; both fantastic.
At top of their class.
Best candidate.
Interest, personality, enthusiasm.
Persistence after interview.
Good background and training.
Past experience with BGSU graduates.

Distributive Education
Recommendations. R3
Best qualified. R2
Enthusiastic. R2
Industrious, thorough.
Willing to revamp existing program.
Hires BGSU candidates due to field experience.

Physical Education
Qualities to do above average job.
Local.
Interviewed well. R3
Fulfilled coaching requirement(s), also reliable. R2
Area of preparation. R2
Enthusiastic. R4
Cooperative.
Best prepared candidate. R2
Recommended. R2
Not involved.
Verbal strengths.
Organized presentation (unique to BGSU graduates). R2
Good attitude. R2
Willing to work with underpriviledged children.
Respect for candidate.

Previous experience with BGSU.
Knew candidate could do the job.
Excellent at K-6; not at 7-12.
Above average maturity level for first year teacher.
Excellent professional appearance.
Confident in ability to do job.

Home Economics

Potential for becoming an effective educator.
Enthusiastic. R2
Teaching and organization skills.
Recommendations. R2
BGSU's fine teacher preparation program. R2
Best candidate.
Knowledge of vocational home economics.
Good attitude.
Excellent knowledge of field. R2
Hard worker.
Willing to do the "extra little things."
Intelligence.

Industrial Arts

Best candidate. R5
Knowledge of subject matter.
Enthusiasm.
Presentation of candidate.
Knew family.
Reputation of training school.
Interviewed well.
Poise.
Good student teaching experience.

Library and Educational Media

Excellent student teaching report.
Excellent reference from previous administrator.
Organized. R2
Knowledgeable. R2
Honesty.
Doesn't look at institution; individual more important.
Best qualified. R3
Good recommendations. R2
Not involved.
Served as a library aide.
Influence in community.
Philosophy of discipline.
Caring and concern for students.
Excellent GPA.
Interest in profession.

Music

Enthusiasm. R4
Preparation.
Knowledgeable.
Resume.
Credentials excellent.

Greatest PR tool BGSU has.
Impressive in interview.
Capable.
Positive.

SPECIAL EDUCATION

Excellent qualifications. R9
Enthusiastic. R15
Knowledgeable in field. R14
Transfer teacher.
Not involved. R17
Best candidate. R10
Substitute teacher prior to full-time position. R5
Not involved (would not have recommended if had been in on interview) but pleased someone did hire him/her. R2
Dedicated. R9
Recommendation(s). R7
Personality. R7
Performance record during MEP's and Student Teaching. R2
Known teacher personally.
Compassion, empathy. R3
Rehired in new position due to previous performance.
Projected him/herself well during interview. R14
Philosophy for teaching excellent.
Past teaching experience. R3
Competent. R6
Proven satisfactory. R3
Potential for growth through staff development programs. R2
Seemed prepared to handle classroom organization & management. R2
Good student teaching background. R2
Background in due process requirements excellent.
Applicant answered a particular question honestly.
Poise/self-confidence. R6
Feels BGSU education program fairly innovative and up-to-date.
BGSU credentialss desirable to school. R3
Grades.
WEll prepared. R2
Good understanding of behavior modifications principles.
Desire to accept challenge of teaching special education.
Hometown.
Brings in new ideas in teaching.
Student taught at school. R2
Portfolio/Resume.
Skills and talent needed to be an outstanding teacher.
Interviewer went to BG. R2
Potential to be a good teacher.
Subject knowledge weak; willingness overcomes this.
Community contacts pressured for hiring.
Ability to write lesson plans.
Ability to organize and analyze; diagnosis & prescribe learning abilities.
Open to new ideas.
Impressed with description of how to deal with students. R2
Personal integrity.

Willing to be retrained.
Fit in to activity program (coaching)
Willingness to work with other teachers.

Speech Therapy
Self-presentation at interview. R3
Qualifications. R5
Recommendations.
Only candidate available. R2
Personality. R4
Desire to improve professionally.
Knowledge of field, certified. R5
Temperment.
Enthusiasm.
Competency in skill areas. R3
References from previous employer.
Dedicated.

SECONDARY SUBJECTS

Biology
Enthusiastic
Knowledgeable.
Professional.
Presented her/himself well during interview.
Not involved.

Communications
Background in reading.
Willing to work in a minority school.
Self-confidence.
Usually will hire BGSU candidate due to reputation.
Excellent potential.

Earth Science
Interviewed well.
Properly certified
Interest in working extracurricular program.

English
Good interview. R2
Innovative ideas were interesting.
Would bring a fresh outlook to English program.
Respect for English graduates from BGSU.
Impressed with philosophy.
Impressed with knowledge of teaching communication skills.
Enthusiastic. R4
Knowledgeable. R2
Willing to do extra work.
Student taught at school.
Personality.
Strength of character
Academic preparation/achievement. R3
Compassionate.
Neat appearance.
References.

Maturity.
Poise.
Self-confidence. R3
Human relations skills.
Desire to be successful.
Potential to be a good teacher.
Not involved.
Need coaches and applicant had the background.

Environmental Science
Local resident.
Excellent preparation.

French
Best candidate.
Potential.

Geography
Knowledgeable.
Competent.
Philosophy of education.

German
Knew applicant personally.

Journalism
Good credentials.
Good GPA.
Personality.

Mathematics
Best candidate. R5
Knew applicant personally.
Good math background.
Good recommendations.
BGSU has a good "track record."
Not involved.
Qualified.
Enthusiastic
Confident.
Well prepared for opening.

Science Comprehensive
Not involved. R2
Best candidate. R2
Well prepared.
Knowledge of subject areas.
Personality. R2
Philosophy.
Previous experience.
Filled coaching need.
Compassion for students.

Social Studies
Not involved.
Intelligent.
Competent.
Cooperative.
Excellent candidate.
Had formal economics training beyond average.
Transferred.
Enthusiastic.
Scored well on teacher interview.
Compassionate.
Willing to participate in activity area.
Confidence.
Positive student teaching experience.
Excellent background in lesson plans and objectives.
Knowledge of available audio-visual aids.

Spanish
Very qualified.
Highly recommended.
Previous experience.
Impressed interviewers as person who could handle the job.

Speech
Best candidate.
Very Energetic.